

BULLETIN OF  
Mississippi Southern  
College

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VOLUME 37

JULY, 1949

NUMBER 1

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The Graduate Division



Announcements for 1949-1950

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Published by  
MISSISSIPPI SOUTHERN COLLEGE  
HATTIESBURG, MISSISSIPPI



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# **BULLETIN OF MISSISSIPPI SOUTHERN**

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## **The GRADUATE DIVISION**

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**JULY, 1949**

**Published by  
MISSISSIPPI SOUTHERN COLLEGE  
HATTIESBURG, MISSISSIPPI**

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**BOARD OF TRUSTEES**  
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Members with terms expiring May 7, 1960:

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MARTIN V. B. MILLER	President
E. R. JOBE	Executive Secretary

## GENERAL CALENDAR

<b>1949</b>						
<b>JANUARY</b>				<b>JULY</b>		
S	M	T	W	T	F	S
—	—	—	—	1	—	—
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	—	—	—	—	—
<b>FEBRUARY</b>				<b>AUGUST</b>		
—	—	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	—	—	—	—	—
<b>MARCH</b>				<b>SEPTEMBER</b>		
—	—	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	—	—
<b>APRIL</b>				<b>OCTOBER</b>		
—	—	1	2	3	4	5
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
—	—	—	—	—	—	—
<b>MAY</b>				<b>NOVEMBER</b>		
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	—	—	—	—
<b>JUNE</b>				<b>DECEMBER</b>		
—	—	1	2	3	4	—
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	—	—

**FALL QUARTER 1949-1950**

Saturday, September 10 and Monday, September 12—Registration

Sunday, September 11 — 12:00 Noon—Dormitories open.

Thursday, September 15 — 8:00 A.M.—All classes meet on a forty-five minute schedule (for resident students)

Saturday, October 22—Mid-term

Wednesday, Thursday, Friday and Saturday, November 30, December 1, 2, 3—Fall quarter examinations and records.

**WINTER QUARTER 1949-1950**

Saturday, December 3 and Monday, December 5—Registration

Sunday, December 11—8:15 P. M.—Annual presentation of "The Messiah"

Saturday, December 17—4:15 P. M.—Christmas Holidays begin

Monday, January 2—12:00 Noon—Dormitories open

Tuesday, January 3—8:00 A. M.—Class work resumed

Monday, January 30—Beginning of second term of Winter Quarter

Wednesday, Thursday, Friday, Saturday, March 8, 9, 10, 11—Winter Quarter examinations and records.

**SPRING QUARTER, 1949-1950**

Saturday, March 11 and Monday, March 13—Registration

Sunday to Thursday, April 2 to April 6—Religious Emphasis Week

Monday, April 24—Second term of the Spring Quarter begins

Saturday, May 9—Completed thesis due in Graduate office not later than 12:00 Noon

Monday, May 8 thru Friday, May 19—Oral examinations for

Candidates for degrees to be conferred May 30

Friday, Saturday, May 26, 27—Examinations for Candidates for Degrees to be conferred May 30

Sunday, May 28—11:00 A. M.—Baccalaureate Sermon

Monday, May 29—10:00 A. M.—Class Day Exercises

Tuesday, May 30—10:00 A. M.—Graduation Exercises

Wednesday, Thursday, Friday, and Saturday, May 31, June 1, 2, and 3—Spring Quarter examinations and records

#### SUMMER QUARTER, 1949-1950

Saturday and Monday, June 3 and 5—Registration

Wednesday, June 7—All classes meet on regular schedule

Saturday and Monday, July 10 and 12 — Registration for second term of Summer Quarter

Saturday, July 22 — Completed thesis due in Graduate Office not later than 12:00 Noon

Monday, July 24, thru Friday, August 4—Oral examinations for Candidates for degrees to be conferred August 14.

Friday, August 11 and Saturday, August 12—Examinations for Candidates for Degrees to be conferred August 14

Saturday, August 12 — Saturday Class examinations

Monday, August 14—8:00 P. M.—Graduation exercises

Wednesday and Thursday, August 16 and 17—Examinations and records

Classes during second quarter meet five days per week.

1950													
JANUARY						JULY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	8	9	10	11	12	13	1
9	10	11	12	13	14	15	16	17	18	19	20	21	8
15	16	17	18	19	20	21	22	23	24	25	26	27	15
22	23	24	25	26	27	28	29	30	31	1	2	22	
29	30	31	—	—	—	—	23	24	25	26	27	28	29
—	—	—	—	—	—	—	30	31	—	—	—	—	—
FEBRUARY						AUGUST							
—	—	1	2	3	4	—	—	1	2	3	4	5	
5	6	7	8	9	10	11	6	7	8	9	10	11	12
12	13	14	15	16	17	18	13	14	15	16	17	18	19
19	20	21	22	23	24	25	20	21	22	23	24	25	26
26	27	28	—	—	—	—	27	28	29	30	31	—	—
MARCH						SEPTEMBER							
—	—	1	2	3	4	—	—	—	—	1	2	3	
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31	—	24	25	26	27	28	29	30
APRIL						OCTOBER							
—	—	1	2	3	4	—	—	1	2	3	4	5	
2	3	4	5	6	7	1	8	9	10	11	12	13	14
9	10	11	12	13	14	15	15	16	17	18	19	20	21
16	17	18	19	20	21	22	22	23	24	25	26	27	28
23	24	25	26	27	28	29	29	30	31	—	—	—	—
30	—	—	—	—	—	—	—	—	—	—	—	—	—
MAY						NOVEMBER							
—	1	2	3	4	5	6	—	—	1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31	—	—	—	26	27	28	29	30	—	—
JUNE						DECEMBER							
—	—	—	1	2	3	—	—	—	—	1	2	3	
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30	—	24	25	26	27	28	29	30
—	—	—	—	—	—	—	31	—	—	—	—	—	—

**FACULTY**

- Robert Cecil Cook, B.S., M.A., Ed.D.....President  
 B.S., Mississippi State College, 1924; M.A., Teachers College, Columbia University, 1933; Ed.D., *ibid.*, 1942.
- O. B. Ader, A.B., A.M., Ph.D.....Associate Professor of Mathematics  
 A.B., Duke University, 1926; A.M., *ibid.*, 1928; Ph.D., University of Kentucky, 1937.
- Roy G. Bigelow, B.S. Ed., M.A., Ph.D.....Head of Division of Education and Psychology, Director of Workshops, Professor of Education  
 B.S. Ed., Central Missouri State College, 1920; M.A., University of Missouri, 1926; Ph.D., George Peabody College, 1939; independent study in Business and Public Administration, 1940-41, guided by Vanderbilt University.
- Willa Bolton, B.A., M.A.....Professor Emeritus of Geography  
 A.B., Mississippi State College for Women, 1899; M.A., Columbia University, 1922; graduate student, Clark University, 1931.
- Herman Boroughs, B.S., M.Ed., Ph.D.....Assistant Professor of Education and Supervisor of Practice Teaching in the Field  
 B.S., Texas College of Arts and Industries, 1938; M.Ed., University of Missouri, 1946; Ph.D., University of Missouri, 1948.
- Starling A. Cumberworth, B.M., M.M., Mus.M.....Associate Professor of Theory and Composition  
 B.M., Cleveland Institute of Music, 1939; M.M., *ibid.*, 1940; Mus.M., Yale School of Music, 1948; Candidate for Ph.D., Western Reserve University.
- Andrew P. Davis, B.S., M.S., M.A., Ed.D.....Professor of Health and Physical Education  
 B.S., North Texas State Teachers College, 1937; M.S., University of Southern California, 1940; M.A., Teachers College, Columbia University, 1948; Ed.D., *ibid.*, 1948.
- J. Treadwell Davis, B.S., M.A., Ph.D.....Assistant Professor of History  
 B.S., Memphis State, 1936; M.A., Vanderbilt, 1938; Ph.D., *ibid.*, 1949.
- Pattie S. Dowell, B.S., M.S., Ed.D.....Associate Professor of Elementary Education  
 B.S., George Peabody College, 1927; M.S., North Carolina State of University of North Carolina, Raleigh, N. C., 1930; Ed.D., New York University, 1945; summer study at Columbia University.
- Charles E. Elkema, A.B., A.M., Ed.D.....Professor of Educational Administration  
 A.B., University of Iowa, 1922; A.M., Teachers College, Columbia University, 1940; Ed.D., School of Education, New York University, 1945.
- Porter Lee Fortune, Jr., A.B., M.A., Ph.D.....Assistant Professor of History  
 A.B., University of North Carolina, 1940; M.A., Emory University, 1946; Ph.D., North Carolina University, 1949.
- Thomas H. Freeny, B.S., M.A.....Professor of Psychology  
 B.S., Mississippi College, 1900; M.A., *ibid.*, 1901; M.A., George Peabody College, 1928; graduate student, summer quarter 1930, 1931, 1935.

HATTIESBURG, MISSISSIPPI

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- Edward Emerson Hall, B.Ed., M.S., Ph.D. .... Professor of Geography  
B.Ed., Southern Illinois Normal University, 1929; M.S., University  
of Michigan, 1932; Ph.D., George Peabody College for Teachers,  
1939; Postgraduate student, Furman University, 1941.
- Alma Hickman, B.A., Ph.B., M.A. .... Professor of English  
B.A., Mississippi State College for Women, 1912; Ph.B., University  
of Chicago, 1918; M.A., Columbia University, 1924; graduate student,  
University of Southern California, 1932; graduate student, University  
of Colorado, 1942.
- Joseph Huck, B.M., M.M. .... Associate Professor of Piano,  
Head of Piano Department  
B.M., American Conservatory, 1936; M.M., ibid., 1940. Private piano  
tutelage under Andre Skalski, Leroy Campbell, Rudolph Reuter,  
Allen Spencer.
- Farley K. Hutchins, Mus.B., M.Sac. Mus. .... Associate Professor  
of Organ, Piano, and Musicology  
Mus.B., Lawrence College Conservatory of Music, 1940; M.Sac. Mus.,  
School of Sacred Music, Union Theological Seminary, New York,  
1946; Organ study with LaVahn Maesch, Dr. Clarence Dickinson  
and Carl Weinrich; student of Gladys Ives Bainard (Piano); Cyrus  
Daniel (Theory); T. Tertius Noble, Harold Freidel and Norman  
Lockwood (Composition). Former Minister of Music, Fort Washington  
Presbyterian Church, New York City.
- James Richard Johnson, B.S. in Ed., LL.B., M.A., Ed.D. .... Director of  
Extension and School Service  
Director of Placement Bureau  
Professor of Education  
B.S. in Ed., Kirksville State Teachers College, 1922; LL.B., American  
Extension University, 1926; M.A., University of Missouri, 1926;  
Ed.D., ibid., 1940
- Emily Peyton Jones, B.S., M.A. .... Professor Emeritus of Education  
B.S., George Peabody College, 1918; M.A., Teachers College,  
Columbia University, 1924; graduate student, 1936; University of  
Southern California, 1937.
- Florence Goodman Kearns, A.B., M.A. .... Associate Professor of  
'Cello, Chamber Music and Theory  
B.A., University of Minnesota, 1942; M.A., University of Minnesota,  
1949.
- Norvin L. Landskov, B.A., M.A., Ph.D. .... Professor of Education  
Director of Student Teaching  
B.A., St. Olaf College, 1926; M.A., University of Minnesota, 1934;  
Ph.D., ibid., 1946.
- R. G. Lowrey, B.S., M.A., Ph.D. .... Director of Student Welfare  
Dean of Men  
Professor of Health Education  
B.S., Mississippi College, 1918; M.A., George Peabody College for  
Teachers, 1922; Ph.D., ibid., 1927.
- Frank Earl Marsh, Jr., Mus.B., M.A. .... Head of Div. of Fine Arts  
Professor of Music  
Mus.B., New England Conservatory of Music, 1916; M.A., Syracuse  
University, 1926; student of Senor Alberto Jones, Dr. Adolf Frey,  
Kurt Fischer, Ethel Newcomb, Arthur Newstead, George W.  
Chadwick, F. Stuart Mason, Dr. William Berwald, Dr. Frank Sill  
Rogers.
- Clarence E. McCarver, B.S., M.A., Ed.D. .... Head of Division of  
Health and Physical Education  
Professor of Health and Physical Education  
B.S., Howard Payne College, 1931; M.A., George Washington  
University, 1934; Ed.D., University of Texas, 1942.

- James E. McKee, B.S. Ed., M.A..... Asst. Professor of Education  
 Director of Guidance Clinic  
 B.S. Ed., Teachers College, Indiana, Penn., 1941; M.A. in Guidance,  
 Teachers College of Columbia University, 1946; study toward Ph.D.,  
*ibid.*
- R. A. McLemore, B.A., M.A., Ph.D..... Dean of College  
 Professor of History  
 B.A., Mississippi College, 1923; M.A., George Peabody College for  
 Teachers, 1926; Ph.D., Vanderbilt University, 1933.
- Leo R. Miller, B.S.Ed., M.S.Ed., Ed.D..... Head of Elementary  
 Education Department  
 Professor of Elementary Education  
 E.S.Ed., Kansas City, Missouri, Teachers College, 1935; M.S.Ed.,  
 University of Kansas, 1938; Ed.D., Pennsylvania State College, 1945.
- Elenora Haegele Moore, B.S.,Ed., M.A., Ed.D..... Assistant Professor  
 of Elementary Education  
 B.S.Ed., St. Cloud State Teachers College, 1936; M.A., University  
 of Minnesota, 1941; Ed.D., Teachers College of Columbia University,  
 1948.
- Wilson Wallace Moore, A.B., M.A., B.D., Th.M..... Asst. Professor of  
 Psychology  
 A.B., Davidson College, 1922; M.A., *ibid.*, 1922; B.D., Union Theo-  
 logical Seminary, Richmond, Va., 1925; Th.M., Columbia Theological  
 Seminary, Atlanta, Ga., 1941.
- John H. Napier, Jr., B.S., M.A., Ph.D..... Visiting Professor of Education  
 B.S., Mississippi State College, 1920; M.A., University of California,  
 1925; Ph.D., Stanford University, 1927.
- G. E. Oliver, A.B., M.A..... Assistant Professor of Education  
 Director of Audio-Visual Education Library  
 A.B., William and Mary, 1932; M.A., University of Mississippi, 1947;  
 graduate student, Indiana University, 1948-49.
- Lloyd Patten, B.A., Mus.B., Mus.M..... Head of Voice Department  
 Associate Professor of Voice and Musicology  
 B.A., University of New Mexico, 1939; Mus.B., Arthur Jordan Con-  
 servatory of Music, Butler University, Indianapolis, Ind., 1942;  
 Mus.M., *ibid.*, 1947; artist student of Farrell Scott, Charles Hedley,  
 Joseph Lautner; coaching with Mae Engle, Joseph Lautner; student  
 of Nina Ancona, Norman Phelps, Roger Cushman in musicology.
- A. J. Pellettieri, B.S., M.A., Ph.D..... Director of Reading Clinic  
 Associate Professor of Psychology  
 B.S., George Peabody College for Teachers, 1930; M.A., Y.M.C.A.  
 Graduate School, 1930; Ph.D., *ibid.*, in cooperation with Vanderbilt  
 University and Peabody College, 1935; additional graduate work,  
 1935-1937, Peabody College, three quarters; Columbia University,  
 summer 1941.
- Orval L. Phillips, B.A., M.A..... Acting Head, Department of  
 Mathematics  
 Assistant Professor of Mathematics  
 B.A., East Texas State Teachers College, 1933; Aerological Engineer-  
 ing Degree, United States Naval Academy, 1943; M.A., North Texas  
 State Teachers College, 1946.
- Anna M. Roberts, B.A., M.A., B.S. in L.S..... Librarian  
 Professor of Library Science  
 B.A., Vanderbilt University, 1920; M.A., Vanderbilt University, 1922;  
 B.S. in L.S., University of Illinois Library School, 1933; graduate  
 student University of Chicago Graduate Library School, 1938.

- Gilbert T. Saetre, B. S., M.A. in Mus.Ed..... Associate Professor of  
Instrumental Music Education  
Conductor of College Band  
B.S., New York University, 1930; M.A. in Mus.Ed., 1940; student of  
John Neff and Albert Clark (brass); Alfred Friese (percussion);  
Hollis Dann, and John Warren Erb and Hugh Ross (conducting).
- Hubert A. Shands, A.B., A.M., Ph.D.... Professor of English Emeritus  
Professor of Foreign Language Emeritus  
A.E., University of Mississippi, 1890; A.M., ibid., 1891; Ph.D. ibid.,  
1893; Ph.D., University of Halle-Wittenberg, Germany, 1902.
- Wilbur W. Stout, B.A. M.A., Ph.D..... Head of Div. of Language  
and Literature, Professor of English  
B.A., University of North Carolina, 1921; M.A., ibid., 1922; Ph.D.,  
ibid., 1926
- William Herbert Sumrall, B.S., B.A., M.A., Ph.D.  
----- Dean of Graduate Studies  
Professor of Psychology  
B.S., Clarke College, 1915; B.A., Mississippi College, 1924; M.A.,  
ibid., 1925; Ph.D., Indiana University, 1929.
- Hewitt B. Vinnedge, A.B., A.M., B.D., S.T.M., Ph.D.  
----- Professor of History and Religious Education  
A. B., Miami University, 1921; A.M., University of Chicago, 1922;  
B.D., Nashotah House Seminary, 1933; S. T. M., ibid., 1942; Ph.D.,  
Marquette University, 1928.
- J. Dale Welsch, A.B., A.M., Ed.D..... Head of Division of Speech  
and Dramatics; Professor of Speech  
A.B., Iowa State Teachers College, 1922; M.A., University of Iowa,  
1929; Ed.D., University of Denver, 1944.
- Leon A. Wilber, B.A., M.A., Ph.D.... Head of Division of Social Studies  
Professor of Social Studies  
B.A., University of Michigan, 1927; M.A., ibid., 1929; Ph.D., ibid.,  
1939.

**GRADUATE ASSISTANTS**

Philip G. Grice, B.S.	English
Murray W. Kenna, B.A.	Commerce
Perry Waldvogel, B.S.	Physical Education

**GRADUATE FELLOWS**

Elizabeth Bustin, B.M.	Music
Jen-chi Chang, B.A., M.A.	Education
Ruby Gandy, A.B.	Elementary Education
Mary Stuart Harmon, B.S.	Music
Rebecca Hathorn, B.A.	Reading Clinic
Robert L. Johnson, B.S.	Social Studies
Jeanne King, B.S.	Guidance
Wilma Walker, B.S.	Elementary Education
Kathryn Williams, B.M.	Music

**ADMINISTRATIVE OFFICERS**

R. C. Cook, B.S., M.A., Ed.D.	President
R. A. McLemore, B.A., M.A., Ph.D.	Dean of the College
W. H. Sumrall, B.A., M.A., Ph.D.	Dean of the Graduate Division
R. G. Lowrey, B.S., M.A., Ph.D.	Director of Student Welfare and Dean of Men
Mary Pulley, B.S.	Registrar
C. O. Smalling, B.S.	Financial Secretary
Lena Y. Gough, B.S., M.A.	Dean of Women
Anna M. Roberts, B.A., M.A., B.S. in L.S.	Librarian
O. N. Darby, B.S., M.A.	Alumni Secretary
Moran M. Pope, Jr., B.S., LL.B.	Acting Alumni Secretary

**HEADS OF DIVISIONS**

Roy G. Bigelow, B.S. Ed., M.A., Ph.D.	Education and Psychology
Frank E. Marsh, Jr., Mus.B., M.A.	Fine Arts
Clarence E. McCarver, B.S., M.A., Ph.D.	Health and Physical Education
Wilbur W. Stout, B.A., M.A., Ph.D.	Language and Literature
Leon A. Wilber, B.A., M.A., Ph.D.	Social Studies
J. Dale Welsch, A.B., A.M., Ed.D.	Speech and Dramatics
James R. Johnson, B.S.Ed., LL.B., M.A., Ed.D.	Extension and School Service

## THE GRADUATE DIVISION

### GENERAL INFORMATION

Mississippi Southern College was granted permission to organize a Division of Graduate Studies by the Board of Trustees of Institutions of Higher Learning on May 26, 1947. The Master's degree will be conferred on those meeting the requirements in the field of Education, with emphasis in five particular fields: School Administration and Supervision, Secondary Education, Elementary Education, Health and Physical Education, and Music.

### PURPOSE AND OBJECTIVES

One of the primary functions of Mississippi Southern College is to prepare teachers, supervisors, and administrators for all branches of public school service. The graduate curriculum is intended to meet the needs of teachers in the elementary and secondary schools as well as to provide an organized program of training for school administrators and supervisors.

The student who pursues graduate work broadens his professional outlook and academic knowledge, receives additional professional training, and familiarizes himself with techniques of research. The student must manifest ability to collect and evaluate data and must be able to see the implications of his conclusions in relation to other fields of human interest and study.

The Master's degree in Education will be regarded primarily as an extension and broadening of the professional education received on the undergraduate level with particular emphasis upon the fields of study in which the student is interested. The goal sought is the improvement of classroom instruction and/or school administration and supervision.

The ultimate aim is the fusion of the professional and subject-matter training of maximum benefit to the particular student.

### ADMISSION TO GRADUATE DIVISION

Students who are graduates of a Teachers College, a Liberal Arts College, or a University, provided the particular institution is approved by a recognized accrediting agency, may be admitted for graduate work. Two official transcripts of the undergraduate record must be filed: one with the Dean of Graduate Studies and one with the Registrar before admission to the Graduate Division. A quality point average of 1.5 or better must have been attained in the undergraduate courses. Also, the Graduate Record Examination may serve as one of the conditions for admission to the Graduate Division. All students who have not attained in their undergraduate work the 1.5 honor point rating will be automatically placed on probation until that student has successfully passed 14 quarter hours work. An average grade of B or better must be attained on these 14 quarter hours before the student can be considered a candidate for a degree. Students who do not attain B or better average may take further work in the graduate division but not toward a degree.

Admission to the Graduate Division does not imply admission to

candidacy for a degree. The student, in order to be eligible for admission to candidacy for a Master's degree must have completed at least a full quarter's work or the equivalent with a satisfactory quality rating, and be recommended by the Head of the Division in which he expects to do his graduate work. The graduate committee will pass on all applications of candidates for graduate degrees. It may, however, delegate that authority to a sub-committee if it prefers.

Students may wish to pursue graduate work for at least three reasons, namely; (1) To gain knowledge in an area for its own sake, i.e., for the pleasure that comes as a result of mastery of materials; (2) in order to prepare for more advanced work in some area of knowledge, and; (3) in order to prepare to do a better job in teaching or administering and supervising the public schools and junior colleges of our section.

#### **REQUIREMENTS FOR A MASTER'S DEGREE**

The student may have a choice of either Plan I or Plan II as outlined below.

##### **PLAN I**

Candidates for the Master's degree under Plan I are required to do a minimum of 36 weeks (three quarters) of graduate work in residence study at Mississippi Southern College and earn a minimum of 48 quarter hours including a thesis. The amount of credit for the thesis will be determined by the student's advisory committee and may vary in value from 4 to 8 quarter hours. This curriculum is intended for those who plan to do further study toward a higher degree. The candidate will be required to participate successfully in seminar courses that will give him an acquaintance with the methods of research and an appreciation of the place and function of scientific investigation in his field. Twelve to fourteen quarter hours will be considered the maximum load that any student may take. Less than full residence is computed by the ratio of course hours actually taken in the normal load. Work taken in excess of the full load of 14 quarter hours will not reduce the student's residence requirement.

##### **PLAN II**

Candidates for the Master's degree under Plan II, normally are required to do 48 weeks (four quarters) of work in residence study and to earn a minimum of 48 quarter hours of credit, of which 3 quarters must be in residence at Mississippi Southern. A thesis is not required. The candidate will be required to participate successfully in graduate seminar work that will give him an acquaintance with the methods of research and an appreciation of the place and function of scientific investigation in his field.

#### **GENERAL REQUIREMENTS AND OTHER PERTINENT INFORMATION**

1. Candidates for the Master's degree must comply with the following regulations in addition to the foregoing requirements:
  - a. Hold a bachelors degree from an accredited institution and satisfy all undergraduate requirements in the institution.

- b. Application for graduate work should be made to the Dean of Graduate Studies. If not a graduate of Mississippi Southern College, two official transcripts must be filed: one with the Dean of Graduate Studies, and one with the Registrar, before registering. The complete record of the student includes the high school record, junior college record (if any), as well as the senior college transcript.
  - c. If the student has done graduate work elsewhere and wishes to transfer it to Mississippi Southern College, he must supply the Dean of Graduate Studies and the Registrar with official transcripts of his work.
  - d. The student must supply the Dean of Graduate Studies with a program of his studies after he and his Advisory Committee have outlined his work.
  - e. The student who is a candidate for a Master's degree must file his application for the degree with the Dean of Graduate Studies by the end of the quarter previous to the one in which he expects to graduate.
  - f. If a thesis is submitted as partial fulfillment for the requirement for a degree, it must be presented to the Dean of Graduate Studies by the Chairman of the student's Advisory Committee at least three weeks before the degree is to be conferred. A small fee for binding the thesis will be charged. (From \$8.00 to \$12.00).
  - g. The student's Advisory Committee will pass on the final acceptance or rejection of the thesis.
  - h. Two copies of the thesis must be furnished the Dean of Graduate Studies. The first copy must be typewritten on 20-pound bond paper and the second copy on bond paper of at least 16-pound weight. The student will follow rather closely the directions of a good manual on thesis writing.
  - i. The thesis must show independent thinking, original investigation, mastery of subject-matter and ability to do research in the field of major interest.
2. No regular faculty member of Mississippi Southern College may take an advanced degree in this institution, but should take work elsewhere.
  3. Ordinarily, an undergraduate major or its equivalent shall constitute the basis for a graduate major in any field. Likewise, an undergraduate minor, or its equivalent, shall be required as a basis for graduate work in other fields than the major.
  4. Work taken more than seven years before the date at which the Master's degree is expected may not be used to count for credit toward that degree.
  5. Undergraduates in this institution who plan to undertake graduate study, and who have fulfilled all requirements for the bachelor's degree except one or two courses, may be allowed to enroll in certain courses with the idea of later obtaining graduate

credit, provided the student is not registered in more than two courses, and provided notice is given the Dean of Graduate Studies of the student's purpose. In such an arrangement, the Dean of Graduate Studies will inform the instructor that work of a graduate nature will be expected of the student. Credit will not be allowed for such work unless the instructor certifies that the work was of distinctly graduate nature.

6. Teaching fellows, graduate assistants, and part-time instructors, whose time is partly devoted to service to the College, will be expected to take more than one year to complete the work for a Master's degree.
7. A minimum of half the student's work must be in distinctly graduate courses. Graduate students, however, may elect to take some undergraduate courses provided they need the work, and provided the Graduate Committee passes favorably on such courses. Graduate students, however, must do extra work in such undergraduate courses, such as term papers, research, etc., as may be directed by the professor in charge.
8. An average of "B" or better and no grade below "C" is required. From 12 to 16 quarter hours in other fields may be taken except in case of majors in School Administration and Supervision and Elementary Education. In these fields the total number of hours may be taken (optional with the student) in the major field of study.
9. Graduate credit from other accredited institutions is acceptable for as much as 9 quarter hours, provided it is in the chosen field or fields of the student's work.
10. A committee of three, appointed by the Dean of Graduate Studies, will serve as the student's advisory committee. The student's major professor will usually serve as chairman of his advisory committee.
11. In addition to the regular course examinations a final comprehensive oral or written examination or both, may be required of all candidates for the Master's degree. The candidate will be examined on his major subject and his thesis, if he pursues Plan One; or his field or fields of concentration if he pursues Plan Two. The oral examination will be conducted by a committee appointed by the Dean of Graduate Studies. A written notice of the time and place of holding the examination will be sent to the candidate and to each member of the committee.
12. A student should complete his Master's work within five consecutive years from the date of initial enrollment.

## MUSIC

### GENERAL INFORMATION

As a result of the increased demand for more than undergraduate training in all lines of the music profession, The Division of Fine Arts has established a graduate division to accommodate qualified students in limited fields of concentration. The general requirements for graduate study leading to a degree are listed below, and fields of concentration are shown. The Division, however, treats each case individually, and although the courses outlined will serve as a general guide, the student has some choice in determining his or her course.

### PHYSICAL EQUIPMENT

Graduate students share with the undergraduate music students the use of the new temporary music hall, a large modern frame building devoted entirely to musical purposes, housing fifteen teaching studios, twenty-four practice rooms, each equipped with one or more pianos, a small auditorium seating 150, an instrumental room used for the Little Symphony and Symphonic Band rehearsals, a choral room for the Vesper Choir and Choral Union rehearsals, two classrooms, and listening room with large record library.

The splendid Frazee three-manual pipe organ in the auditorium is regularly used for lessons and practice by advanced organ students, and two new Moeller, two-manual organs, in individual rooms, supplement the practice facilities. A large number of brass, wood-wind, percussion and string instruments which are being added to from year to year facilitate the work of instrumental study classes and of the college concert organizations.

### CURRICULA

Three options are available to the graduate student in the selection of a program of studies, the choice being his own, subject to approval of his qualifications for the particular course by the graduate committee. A theory placement examination will be given each applicant who seeks admission to the graduate division.

Course I (Performance) may be elected upon recommendation of the applied music professor and satisfactory audition before the graduate committee and the faculty of the department involved. Qualification for this curriculum presupposes a level of performance well above that of the average senior major in the applied music field, and the requirements as to technical facility and repertoire follow the stipulations of the graduate commission of the National Association of Schools of Music. In addition to the performance of a recital, the candidate is expected to appear credibly in a major work with the Little Symphony Orchestra.

Course II (Theory) is organized to give the student a pedagogy for the teaching of theory, and also to give him further opportunity to develop his own skills in the manipulation of the materials of music. Theoretical investigation, culminating in the writing of a thesis, will be done in the field of pure theory and must display evidence of musical scholarship.

Course III (Music Education) is designed to serve teachers of music in branches of activity, whether in the public schools, private studio or collegiate music school. In addition to sound musicianship, the candidate in Course III must demonstrate musical scholarship of high order, such as will find expression in the preparation of a worthwhile thesis. Persons desiring to prepare for administration work in music, such as general or instrumental supervision of music education in the public schools of Mississippi are encouraged to elect this course.

#### **REQUIREMENTS FOR THE DEGREE OF MASTER OF MUSIC**

The degree Master of Music is conferred at the recommendation of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed forty-eight quarter hours of graduate study with a major in Piano, Organ, Voice, Violin, 'Cello, or Theory. The following distribution of credits is required:

- (a) For a major in Applied Music (Piano, Organ, Voice, Violin, or 'Cello):

Applied Music	
Major	12 quarter hrs.
Minor	3 quarter hrs.
Music Literature 527, 528, 529	12 quarter hrs.
Analytical Technic 521, 522, 523	6 quarter hrs.
Thesis and Recital	12 quarter hrs.
Elective	3 quarter hrs.

- (b) For a Theory Major:

Applied Music (Piano)	3 quarter hrs.
Pedagogy of Theory 524, 525, 526	6 quarter hrs.
Analytical Technic 521, 522, 523	6 quarter hrs.
Advanced Counterpoint (197, 198, 199)	6 quarter hrs.
Advanced Composition (200, 201, 202)	6 quarter hrs.
Advanced Orchestration (203, 204, 205)	6 quarter hrs.
Thesis and an arrangement for Symphonic Band or Orchestra	12 quarter hrs.
Elective	3 quarter hrs.

#### **MASTER OF MUSIC EDUCATION**

The degree of Master of Music Education is conferred at the recommendation of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed forty-eight quarter hours of graduate study with a major in Music Education.

2. The following distribution of credits is required:

Applied Music (Major Instrument)	3 quarter hrs.
Music Education 533, 534, 535	6 quarter hrs.
Music Education 530, 531, 532	6 quarter hrs.
General Education To include: Education 214a	
Education 214b	18 quarter hrs.
Elective (Minor Instrument)	3 quarter hrs.

**Theory course selected from the following:**

Advanced Counterpoint 197, 198, 199.....	6 quarter hrs.
Composition 164, 165, 166.....	6 quarter hrs.
Advanced Orchestration 203, 204, 205.....	6 quarter hrs.
Analytical Technic 521, 522, 523 .....	6 quarter hrs.
Advanced Conducting (Required without credit unless previously studied)	
Thesis .....	6 quarter hrs.

All students must pass an oral and written examination in the field in which they are taking their degree.

The candidate must have spent at least one academic year (three quarters, three summer quarters, of twelve weeks each) in residence in Mississippi Southern College, Division of Fine Arts. Applied music study is required throughout the year of graduate study.

### REGULATIONS

**ADMISSION REQUIREMENTS:** Admission to graduate study in the Division of Fine Arts (Music) will be granted at the discretion of the graduate committee under the following conditions.

1. The candidate must have graduated from an accredited institution with the degree of Bachelor of Music or Bachelor of Science with music as a major or an equivalent degree.
2. He must present undergraduate credit of not less than 180 quarter hours.
3. The average grade of his undergraduate scholarship must have been not less than C, the average of his major subject not less than B. Only work of a grade of B or above will be accepted for graduate credit.
4. He must take a theory placement examination.

**TESTS AND AUDITIONS:** A testing program, for advising purposes, is one of the functions of the graduate division. The tests are given during the first week of the fall quarter and the first week of the summer quarter (for summer session students only) and are required of all graduate music students. Auditions for applied majors are given at the same time. Approval of the Graduate Faculty in Music must first be obtained before a student may major in an applied field.

**DEFICIENCIES:** The College shall have the power to decide wherein a student is in any manner deficient, regardless of the number of credits accumulated and shall recommend means whereby such deficiency may be removed.

**CANDIDACY FOR A DEGREE:** Admission to study in the graduate division does not imply acceptance to candidacy for a degree. In order to become an actual candidate for the Master of Music degree or Master of Music Education degree, the student must meet the requirements of the approved list at least one quarter before the expected date of graduation. This involves (1) maintaining a satisfactory level of work in graduate courses (at least "B"), and (2) presenting a brief outline for the treatment of the thesis topic. Upon

the completion of the course work and of the thesis, the candidate must be prepared to pass an oral examination on the material of his thesis.

### **RESIDENCE REQUIREMENTS**

The minimum residence requirements is one academic year or a minimum of three summer sessions of twelve weeks each. This statement presupposes the completion of at least 48 quarter hours work. Some students can complete the requirements for the Master's degree in one year. It is not unusual for graduate students to include a summer session of an additional year for the degree.

**TIME LIMIT:** A student should complete his Master's work within five consecutive years from the date of initial enrollment. If he exceeds this time limit he may be required to take additional qualifying examinations or an additional amount of course work or both. In addition he must also petition the graduate music committee for an extension of time, giving reasons for the request and submitting plans for the completion of his work.

**ENSEMBLE:** All resident graduate students shall attend recitals and be enrolled in the Hattiesburg Choral Union, Little Symphony or College Concert Band.

### **SCHOLARSHIPS AND FELLOWSHIPS**

A limited number of scholarships and fellowships are available. Holders of scholarships will not be asked to do any service for the college, but holders of fellowships will be asked to do a limited amount of work for the college. The Dean of Graduate Studies will assign such work and determine the amount of time expected of each student. The stipends for the scholarship are fixed at \$150.00 per regular scholastic year and that of the fellowship at \$375 per regular scholastic year.

### **EXPENSES**

A registration fee of \$10.00 is required of all graduate students as a matriculation fee in the Graduate Division. This fee is paid once, and only once, by the student during his period of residence as a graduate student at Mississippi Southern College. This fee is not refundable.

The charges for work in the Graduate Division will be as follows:

<b>Quarter Hours</b>	<b>Charge</b>
12-14 (Full load)	\$42.00
9-11 ( $\frac{3}{4}$ load)	\$35.00
6-8 ( $\frac{1}{2}$ load)	\$25.00
1-5 ( $\frac{1}{4}$ load)	\$15.00

Six to eight quarter hours will be considered a full load for a six weeks term.

Room \_\_\_\_\_ \$ 18.00 per quarter  
 Board \_\_\_\_\_ 69.00 per quarter

\*Laundry (See note below) \_\_\_\_\_ 12.24 per quarter

**VETERANS**

Fees paid by use of G. I. Bill of Rights

Books, Supplies and Laboratory fees paid by use of G. I. Bill of Rights

Room, Board and Laundry:

Payable at beginning of quarter, on entrance.....	\$49.62
Payable at beginning of second half of quarter.....	49.62

\*Laundry service is optional with the student. This amount may be deducted from total fees if student can have laundry done at home.

**SPECIAL REFUND POLICY FOR VETERANS ONLY**

Non-Resident (Out-of-State) Tuition

Period of Veterans Actual Attendance in Institution From Date of Enrollment	Length of Regular Quarter: 12 Weeks
	Length of Summer Quarter: 10 Weeks
	Percent of Non-resident (Out-of-State) Tuition Fees to be Charged:

	Regular Quarter	Summer Quarter
One Week or Less.....	20%	25%
Between one and two weeks.....	40	50
Between two and three weeks.....	60	75
Between three and four weeks.....	80	100
Between four and five weeks.....	100	100
Over five weeks.....	100	100

**All Charges Other Than Non-Resident (Out-of-State) Tuition**

Period of Veterans Actual Attendance in Institution From Date of Enrollment	Length of Regular Quarter: 12 Weeks
	Length of Summer Quarter: 10 Weeks
	Percent of Fees to be charged other than Non-Resident (Out-of-State) Tuition or Fee:

	Regular Quarter	Summer Quarter
Three days or less.....	0	0
Four days to one week.....	20%	25%
Between one and two weeks.....	40	50
Between two and three weeks.....	50	50
Between three and four weeks.....	50	50
Between four and five weeks.....	50	50
Between five and six weeks.....	50	100
Over six weeks.....	100	100

**LABORATORY AND COURSE FEES PER QUARTER**

Biology—142, 143, 144 ..... \$ 3.50

Music:

Piano, Organ, Voice:

2 private lessons per week, per quarter..... \$ 32.00

1 private lesson per week, per quarter..... 16.00

Strings, Woodwinds, Brasses:

2 private lessons per week, per quarter..... \$ 30.00

1 private lesson per week, per quarter..... 15.00

Theoretical Subjects:	
2 private lessons per week, per quarter.....	\$ 30.00
1 private lesson per week, per quarter.....	15.00
Theoretical Courses, per quarter hour.....	2.50
521, 522, 523, 524, 525, 526	
Music Education Courses, per quarter hour.....	2.50
527, 528, 529, 530, 531, 532, 533, 534, 535	
History of Music, 536, 537, 538.....	1.50
Practice 1 hour daily, per quarter.....	3.00
Each additional hour daily, per quarter.....	1.00
Organ rental for 1 hour daily, per quarter.....	12.00
Each additional hour daily, per quarter.....	3.00
Orchestral and Band Instrument rental, per quarter.....	6.00
(The College owns several string, brass and woodwind instruments that are available to students for practice at special fee stated above.)	
Should any class not materialize, students will be advised to take the course privately at special fees stated above.	
Out of State Tuition.....	66.66
Late Registration fee .....	2.00
Each transcript of credits after the first.....	1.00
The Southerner .....	6.00
Graduation fee .....	6.00
Rental on cap and gown (approximately).....	4.80
Special Examination Fee.....	1.00
Change of Schedule .....	1.00

### BUSINESS REGULATIONS

Announcements concerning expenses, fees, and furnishings are subject to change without notice and may not be regarded as binding obligations of the college. In time of changing conditions, it is especially necessary to have this definitely understood.

Should a student withdraw three days after date of registration all fees will be refunded. (Except Registration fee.)

Should a student withdraw for any reason prior to mid-term of any quarter fifty (50%) per cent of Incidental Fee will be refunded and pro rata percentage of board and laundry fees will be refunded.

Should a student withdraw after mid-term of any quarter under no circumstances will any part of Incidental Fee be refunded, but a pro rata percentage of board and laundry fees will be refunded.

Special or Laboratory Fees will not be refunded under any circumstances after a student has been in attendance for three days.

All students, faculty, officers and employees rooming in dormitories are required to take their meals in the college dining hall. Others who take part of their meals in the dining hall are charged per meal.

No deduction in living expenses is made for an absence of less than two continuous weeks, and then only when the absence is necessary and is reported to the Secretary's office five days in advance. No reduction of board is made on account of late entrance.

No lesson in music or laboratory course is given until fee is paid and receipt presented to instructor.

While no deposit is required for loss and damage, any amount charged to a student must be paid before examinations are permitted.

Graduation fee is payable at time application is submitted. This fee is not refundable.

Thesis (graduate students under Plan I). Actual costs of charts, typing materials, etc., payable by G. I. Bill of Rights on presentation of bills by veterans to College. Estimated cost, \$75.00.

## FOUNDATION COURSES

(For all Graduate Students)

### 500—Educational Research. Two Hours.

A self-directed course in some of the techniques of educational research. Library card catalogue, searching for headings, reference books of value to educators, the Education Index, professional periodicals, NEA publications, U. S. Office of Educations publications, making a bibliography, evaluation of books, and many other topics are covered in this course. Required of all graduate students.

### 504—Foundations in American Education. Four Hours.

This brief survey of the philosophies, psychologies, and the basic history of American Education is intended to give the student a fundamental understanding of more specialized courses in these three educational fields. Required of all graduate students.

### 506—Fundamentals of Guidance. Four Hours.

A brief survey of vocational and educational guidance practices is given in this course. It is intended to give teachers and administrators a fundamental understanding of the role of guidance in our public school programs. It is an introduction to other guidance courses available and is required of all graduate students.

## SCHOOL ADMINISTRATION AND SUPERVISION MAJORS COURSE PATTERN

### CORE COURSES

EDUCATION 500—Educational Research. Two Hours.

EDUCATION 504—Foundations in American Education. Four Hours.

EDUCATION 506—Fundamentals of Guidance. Four Hours.

TOTAL—10 Hours.

**CURRICULUM PRESCRIPTIONS**

EDUCATION 512—Statistical Methods. Two Hours.

EDUCATION 514A—Methods of Education Research. Two Hours.

EDUCATION 514B—Seminar (Thesis Writing). Two Hours.

EDUCATION 516—The School Principal. Four Hours.

EDUCATION 520—Local School Administration. Four Hours.

EDUCATION 526—Supervision of Instruction. Four Hours.

EDUCATION 568—School Finance, Business Affairs, and School Property. Four Hours.

EDUCATION 570—Problems Relating to Education in Rural Areas. Four Hours.

TOTAL—24 or 26 Hours.

FREE ELECTIVES—12 or 14 Hours.

Specific courses highly recommended:

EDUCATION 502—Organization and Administration of Public Education. Two hours.

EDUCATION 508—Modern Curriculum Theory and Practice. Four Hours.

EDUCATION 510—Advanced Educational Psychology. Four Hours.

EDUCATION 522—Organization and Administration of Pupil Guidance. Four Hours.

**48 QUARTER HOURS REQUIRED FOR GRADUATION.**

The value of the thesis will be determined by the candidate's Advisory Committee and may vary in credit from 4 to 8 quarter hours.

**ADMINISTRATION OF SCHOOLS**

502—Organization and Administration of Public Education. Two Hours.

This is a background course in the structure and administration of education on a national, state, county, and local basis. This course is designed to give fundamental principles and general survey of the field of Education Administration to teachers, and principals. Required of all graduate students majoring in Secondary Education, Elementary Education, Elementary Supervision.

508—Modern Curriculum Theory and Practice. Four Hours.

See course description under Secondary Education.

515—Survey of Audio-Visual Education. Four Hours.

An introductory course in audio-visual education open to graduate students without previous training in the field. Consideration will be given to mass media in education, research, and the psychological and philosophical bases for audio-visual education. Emphasis will be placed on the various types of audio-visual materials as instructional

aids. This course is planned as an intensive survey of the field of audio-visual education on graduate level.

Not open to students who have had Education 116 or the equivalent.

**516—The School Principal. Four Hours.**

This course is intended to treat the work of the principal in rural schools and in small and medium-sized urban schools. Consideration is given to managerial problems; the daily schedule; problems of attendance, discipline, health and records; organization of office work; supplies and equipment; curricular and extra-curricular activities; staff selection; the professional preparation and status of the principal, and the principal's relationship to his school, teachers and community.

**517—Organization and Administration of an Audio-Visual Program. Four Hours.**

A study of functions, organization, and administration of the audio-visual program, with emphasis on staff and housing requirements and determining materials and equipment needs. Practical problems of developing the program and appraising its adequacy and effectiveness will be considered.

Taught from the viewpoint of school administrators who anticipate organizing audio-visual programs in their schools, and teachers interested in becoming building coordinators of audio-visual programs.

Prerequisite: Education 116.

**519—Utilization and Selection of Audio-Visual Materials. Four Hcurs.**

General principles, problems and practices involved in selecting and utilizing audio-visual materials for instructional purposes. Emphasis will be placed on the advantages, limitations, and practical uses of each major type of material. Criteria will be formulated for judging the technical and educational value of representative audio-visual materials. Taught from the viewpoint of teachers, supervisors, and directors of audio-visual programs.

**520—Local School Administration. Four Hours.**

This is a background course in the structure, administration and control of education on a national, state, county and local basis. Fundamental principles will be dealt with, and internal and external problems of the school superintendent (city, county, town or consolidated district), along the line of organization and operation will be the main subject matter of the course. Education 520, 568, and 570 constitute the basic courses for all majors in school administration.

**521—Production of Audio-Visual Materials. Four Hours.**

A course in the production of audio and visual materials for classroom use. The broad areas of graphics, still, motion, and audio will be covered. The problems and possibilities of local production will be explored. Emphasis will be placed on selecting and organizing subject matter, preparing scripts, and solving technical problems of production. Of value to teachers interested in producing materials for their own use, or to audio-visual directors interested in production as a part of the local program.

Prerequisite: Education 116 or 515.

**522—Organization and Administration of Pupil Guidance.** Four Hours.

The course stresses the administrative relationships involved in instituting and maintaining guidance programs in the public school, institutions of higher learning, and other social agencies. It is primarily a course for superintendents, principals, teachers, counsellors and others who have the responsibility of guidance in the public schools. The course deals with principles and techniques for the formulation and evaluation of a complete guidance program including inventories, counseling, placement and follow-up. Prerequisite: Education 506.

**526—Supervision of Instruction.** Four Hours.

A practical course in supervision from the standpoint of the elementary or high-school principal, supervisor or superintendent. The course deals with principles, nature and procedures in supervision. Emphasis is put on growth of teachers in service.

**568—School Finance, Business Affairs, and School Property.** Four Hours.

Topics to be studied: public support of education; federal aid; distribution of school funds; equalizing opportunities to children; financial accounting; records and reports, budget making; school costs; transportation; insurance; management of equipment and supplies; indebtedness; landscaping and beautification of grounds; operation and management and maintenance of school property; good house-keeping.

**570—Problems Relating To Education in Rural Areas.** Four Hours.

The following problems will be studied: Aims and functions of the school in relation to the community; school law; location and planning of buildings; transportation; selection of teachers; salaries, tenure; supervision; in-service education; classification of pupils; records and reports; the junior high school; the curriculum; student activities; publicity; the Parent-Teacher Association; and other problems related primarily to rural areas.

See also these courses listed under other headings: 510, 512, 514, 532, 534, 540, 542, 572, 574, 576, 578, 590, 592.

**SECONDARY EDUCATION MAJORS COURSE PATTERN**

**CORE COURSES**

**EDUCATION 500—Educational Research.** Two Hours.

**EDUCATION 504—Foundations in American Education.** Four Hours.

**EDUCATION 506—Fundamentals of Guidance.** Four Hours.

**TOTAL—10 Hours.**

**CURRICULUM PRESCRIPTIONS**

**EDUCATION 502—Organization and Administration of Public Education.** Two Hours.

**EDUCATION 508—Modern Curriculum Theory and Practice.** Four Hours.

EDUCATION 510—Advanced Educational Psychology. Four Hours.

EDUCATION 512—Statistical Methods. Two Hours.

EDUCATION 514A—Methods of Education Research. Two Hours.

EDUCATION 514B—Seminar (Thesis Writing). Two Hours.

TOTAL—14 or 16 Hours.

FREE ELECTIVES—22 or 24 Hours.

The Free Electives may be chosen from a subject-matter field to the extent of a minor, or may include other professional courses, as approved by the student's Committee. Students not having credit in a methods course in the academic field of specialization shall elect the undergraduate course in their minor field.

Teachers in the high schools of Mississippi who desire to strengthen themselves in the subject matter fields while they pursue further work in their professional training may do so by taking from 18 to 22 hours in the purely academic work.

Social science teachers, English teachers, and mathematics teachers may take a degree in secondary education with emphasis in teaching in their particular field. Other departments will be added from time to time.

#### 48 QUARTER HOURS REQUIRED FOR GRADUATION.

The value of the thesis will be determined by the candidate's Advisory Committee and may vary in credit from 4 to 8 quarter hours.

#### SECONDARY EDUCATION MAJORS COURSE PATTERN WITH EMPHASIS ON TEACHING MATHEMATICS, SOCIAL STUDIES, OR ENGLISH

##### CORE COURSES

EDUCATION 500—Educational Research. Two Hours.

EDUCATION 504—Foundations in American Education. Four Hours.

EDUCATION 506—Fundamentals of Guidance. Four Hours.

TOTAL—10 Hours.

##### CURRICULUM PRESCRIPTIONS

EDUCATION 502—Organization and Administration of Public Education. Two Hours.

EDUCATION 508—Modern Curriculum Theory and Practice. Four Hours.

EDUCATION 510—Advanced Educational Psychology. Four Hours.

EDUCATION 512—Statistical Methods. Two Hours.

EDUCATION 514A—Methods of Education Research. Two Hours.  
and/or

EDUCATION 514B—Seminar (Thesis Writing). Two Hours.

TOTAL—14 or 16 Hours.

22 or 24 quarter hours may be selected from the list of graduate mathematics, social studies, or English courses on recommendation of the Heads of the respective divisions, making a total of 48 quarter hours required for graduation.

## SECONDARY EDUCATION

**502—Organization and Administration of Public Education.** Two Hours.

See course description under Administration of Schools.

**508—Modern Curriculum Theory and Practice.** Four Hours.

This course involves a critical study of the various elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development and procedures are evaluated in terms of these implications. Special attention will be put on local needs as determiners of curricular offerings, and students will be encouraged to work out practical problems in the local schools.

**510—Advanced Educational Psychology.** Four Hours.

This course is designed primarily for the graduate student who wishes to broaden his knowledge in the field of psychology of learning. A resume of the general principles as given in a beginning course in Educational Psychology will be given. Graduate students, however, will be expected to do advanced work in the field and to conduct certain individual experiments and participate in group experiments in which controlled studies are made of the learning activities of the individual and of the group.

**512—Statistical Methods.** Two Hours.

Statistical data found in periodicals and various research studies will be dealt with in this course. Laboratory experience will be afforded in measures of central tendency, dispersion and correlation, and in graphic representation. (Seniors with 24 or more quarter hours in Education with a quality rating of 1.5 points may be admitted to this course upon recommendation of the instructor).

**514a—Methods of Educational Research.** Two Hours.

A course in the methods and techniques used in educational research. All candidates for a degree in School Administration must take this course and submit a written report at end of course evidencing familiarity with the tools of research.

Prerequisite: Education 500.

**514b—Thesis.** Hours arranged.

**572—Occupational Information in Guidance.** Four Hours.

This course emphasizes the vocational aspects of guidance. It presents briefly the need, origin, philosophy and present practices of vocational guidance. It is designed to provide the teacher and administrator with the sources and content of occupation information, with the techniques for evaluation of the information, and with successful methods of disseminating occupational and training information. Units on occupational surveys and the structure and uses of Dictionary of Occupational Titles are included.

Prerequisite: Education 506.

**590—Methods and Techniques of Counseling.** Four Hours.

This course is designed to acquaint the guidance worker with the basic fundamentals of counseling and interviewing. It will include a resume of both old and new methods and techniques used in counseling such as the directive and non-directive methods, the counseling relationship, a brief survey of diagnostic and remedial techniques used for dealing with the problems of the individual, and other topics such as preparation for the interview, recording the interview, and the follow-up. Prerequisite, Education 506.

**592—Use and Interpretations of Tests in Guidance.** Four Hours.

This course is designed to provide the counselor with the means of securing, recording, and using data concerning the individual being counseled in the guidance program. Selection, administration, and interpretation of tests, inventories, rating scales, and other techniques for guidance purposes will be stressed. Practical experience will be given in using tests of intelligence, achievements and aptitudes, personality and interest inventories, and other devices for measurement.

Prerequisite: Education 506

**594—Advanced Guidance Research Seminar.** One to four hours.

Qualified students undertake research in the guidance area. An opportunity is provided to engage in special research problems faced by counselors, teachers, and administrators in this field. Assignments of problems, hours credit, time of seminar meetings, and individual conferences will be arranged with each student. Registration only by permission of the instructor.

**596—Field Work in Guidance.** One to four hours.

A practical course in which students specializing in guidance are given the opportunity to obtain experience in agencies that provide guidance. The nature of the experience may consist of general observations or of intensive work in a particular activity such as counseling, interviewing, testing, case study development, etc. Assignment of hours and responsibilities will be arranged with each student. Registration only by permission of the instructor.

**598—Individual Testing for Guidance Workers.** Four Hours.

The purpose of this course is to equip the teacher and the guidance worker to administer the better intelligence tests and to interpret and apply these test results. Proficiency in using the Stanford-Binet and Wechsler-Bellevue intelligence tests is to be achieved, and the application of such test results for diagnosing difficulties in scholastic achievement and personality adjustment, and for student classification and vocational guidance are emphasized. The course also seeks to develop a reasonable familiarity with the use and interpretation of some of the better clinical tests of the individual's patterning of personality traits and needs as an indispensable basis for sound diagnostic and guidance counseling.

Prerequisite: Education 506 and 522, or 590, or 592.

Background courses recommended: Psychology 65, 116, 119 and Education 136, 169, 512, 532, and 574.

(Note: The courses in guidance, Education 136, 506, 522, 572, 590, 592, 594, 596 and 598 are being offered to meet the minimum state requirements for those desiring to become counselors).

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

**139—Social Psychology. Four Hours.**

Prerequisite: Psychology 65.

In this course man will be considered in his social inclinations and relationships—his reactions to and his influence upon others. The following questions will be studied: Customs, social interactions, crowd behavior, propaganda, etc.

**162—Curriculum of The Secondary Schools. Two Hours.**

The nature of the curriculum as determined by actual human needs, purposes and interest of children; survey of current courses of study; principles by which curricula are constantly revised.

**163—Laboratory Problems in Curriculum Construction. Two Hours.**

This course is a continuation of Education 162. The major fields of the high school curriculum are investigated. Individual problems are assigned in terms of the student's major field of concentration.

Prerequisite: Education 162.

**169—Tests and Measurements. Four Hours.**

A study of certain typical standardized intelligence results, the organization and the use of informal objective tests, diagnosis and remedial measures. Laboratory work in Demonstration School.

**185—Student Teaching in the High School. Five Hours.**

Prerequisites: The completion of 120 hours of college work including Education 20, 113, Psychology 119, and methods course in the student's major field.

**188—Experimental Educational Psychology. Four Hours.**

Prerequisites: Psychology 65 and 119.

The purpose of this course is to acquaint the student with the nature of actual investigations of school problems and to give him command of the basic methods and means, through actual practice, of conducting such investigations.

See also these courses listed under other headings: 116, 516, 522, 526, 532, 540, 542, 570.

**ELEMENTARY EDUCATION COURSE PATTERN**

**CORE COURSES**

**EDUCATION 500—Educational Research. Two Hours.**

**EDUCATION 504—Foundations in American Education. Four Hours.**

**EDUCATION 506—Fundamentals of Guidance. Four Hours.**

TOTAL—10 Hours.

**CURRICULUM PRESCRIPTIONS**

**EDUCATION 502—Organization and Administration of Public Education. Two Hours.**

**EDUCATION 528—Curriculum Problems in the Elementary School. Four Hours.**

EDUCATION 530—Research in Reading. Four Hours.

EDUCATION 532—Measuring Results in Elementary Education. Four Hours.

EDUCATION 538—Seminar in Elementary Education. Two Hours.\*

EDUCATION 574—Psychology and Education of the Elementary School Child. Four Hours.

**TOTAL**—18 or 20 Hours.

FREE ELECTIVES—18 or 20 Hours.

Specific courses highly recommended:

EDUCATION 516—The School Principal. Four Hours.

EDUCATION 526—Supervision of Instruction. Four Hours.

EDUCATION 534—The Reading Conference. Two Hours.

EDUCATION 536—Practicum in Reading.. Four Hours.

EDUCATION 576—Pre-School Education for School Entrance. Four Hours.

EDUCATION 578—Art in Child Development. Four Hours.

#### 48 QUARTER HOURS REQUIRED FOR GRADUATION.

The value of the thesis will be determined by the candidate's Advisory Committee and may vary in credit from 4 to 8 quarter hours.

\* Required of all elementary education majors writing a thesis.

(Undergraduate courses that may be taken for graduate credit are: 104, 108, 109, 110, 116, 117, 143.)

### ELEMENTARY SUPERVISORS COURSE PATTERN

#### CORE COURSES

EDUCATION 500—Educational Research. Two Hours.

EDUCATION 504—Foundations in American Education. Four Hours.

EDUCATION 506—Fundamentals of Guidance. Four Hours.

**TOTAL**—10 Hours.

#### CURRICULUM PRESCRIPTIONS

EDUCATION 502—Organization and Administration of Public Education. Two Hours.

EDUCATION 526—Supervision of Instruction. Four Hours.

EDUCATION 528—Curriculum Problems in the Elementary School. Four Hours.

EDUCATION 530—Research in Reading. Four Hours.

EDUCATION 532—Measuring Results in Elementary Education. Four Hours.

EDUCATION 538—Seminar in Elementary Education. Two Hours.\*

EDUCATION 574—Psychology and Education of the Elementary School Child. Four Hours.

EDUCATION 576—Pre-School Education for School Entrance. Four Hours.

TOTAL—26 or 28 Hours.

FREE ELECTIVES—10 or 12 Hours.

Specific courses highly recommended:

EDUCATION 516—The School Principal. Four Hours.

EDUCATION 534—The Reading Conference. Two Hours.

EDUCATION 536—Practicum in Reading.. Four Hours.

EDUCATION 578—Art in Child Development. Four Hours.

48 QUARTER HOURS REQUIRED FOR GRADUATION.

The value of the thesis will be determined by the candidate's Advisory Committee and may vary in credit from 4 to 8 quarter hours.

\* Required of all elementary education majors writing a thesis.

(Undergraduate courses that may be taken for graduate credit are: 104, 108, 109, 110, 116, 117, 143.)

## ELEMENTARY EDUCATION

Prerequisites: Education 66, 107, or 109, 169, 108, 182, or 183, or equivalent.

502—Organization and Administration of Public Education Two Hours.

See course description under Administration of Schools.

516—The School Principal. Four Hours.

See course description under Administration of Schools.

526—Supervision of Instruction. Four Hours.

See course description under Administration of Schools.

528—Curriculum Problems in the Elementary School. Four Hours.

This course involves a critical study of the various elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development. Various curriculum procedures are evaluated in terms of these implications.

530—Research in Reading. Four Hours.

An advanced course for graduate students interested in individual and group research in methods, materials and procedures of instruction and in scientific remedial techniques. The Reading Clinic will offer opportunity for experimental work with atypical children.

**532—Measuring Results in Elementary Education.** Four Hours.

The purpose of this course is to equip the teacher for more effective selection and construction of test instruments for measuring specific achievement of teaching objectives and for statistical interpretation of data. Standardized tests will be administered to groups of elementary pupils, their results analyzed and correlated with factors as teachers' marks, scholastic achievements, and I.Q. ratings. Attention will also be given to the preparation and use of teacher-made tests. In this way the elementary teacher is prepared more adequately to: (1) administer and diagnose tests, (2) measure pupil progress, (3) evaluate the results of teaching.

**534—The Reading Conference.** Two Hours.

This is an intensive program for five days during the summer quarter. In the morning session, students attend lectures, participate in group discussions, and observe demonstration lessons taught by the faculty of the Demonstration School. The afternoon session is devoted to laboratory demonstrations and practice, and to diagnostic and remedial procedures. Extra fee \$10.00.

**536—Practicum in Reading.** Four Hours.

A laboratory course in the Reading Analysis Division consisting of analysis of extreme reading disabilities, case typing, prognosis, and recommended remedial procedures. Experience is provided in techniques, procedures, and the preparation of case reports. Individual Reading Clinic practice under supervision arranged by appointment.

**538—Seminar in Elementary Education.** Two Hours.

This course is designed for majors in Elementary Education who are preparing theses. Prerequisite: Education 500.

**574—The Psychology and Education of the Elementary School Child.** Four Hours.

This course deals with the mental, motor, social and emotional development of children of the elementary school age. The treatment stresses the application of developmental psychology to education and guidance. Child life is considered as a progressive development rather than as a mere succession of stages.

**576—Pre-School Education for School Entrance.** Four Hours.

Emphasis is upon problems connected with the development of the whole child. Case studies are made and materials and equipment for work and play are investigated. Activities are planned to develop readiness for school. Observation in the Demonstration School is required.

**578—Art in Child Development.** Four Hours.

Art is considered an integral part of child growth and is intimately related to the social studies curriculum of the elementary school. Opportunity is provided for creative aspects of learning and for the evaluation of experience.

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

**108—Diagnostic and Remedial Reading.** Four Hours.

Emphasis in this course is placed on materials of instruction and

the diagnosis and remedial treatment of difficulties in reading in the elementary school. Lectures and demonstrations by the instructor and reading and observation by students. Special emphasis is placed on practices suitable for typical class-room situations. A well-equipped laboratory with the finest instruments available is provided.

**109—The Teaching of Reading in the Upper Elementary Grades.** Four Hours.

The purpose of this course is to acquaint the student with current practices and materials of instruction on the upper grade level in the elementary school. Topics which receive consideration: present practices in teaching reading; the nature of reading; the reading process in the subject matter fields; weakness in school reading programs which are productive of failure; improvement of reading in the school as a whole; special reading groups; oral and silent reading; the use of tests in the reading program.

**110—Clinical Procedures and Case Study Technique.** Four Hours.

This is a specialized course in diagnostic and remedial reading with emphasis upon educational and psychological testing and the analysis of reading difficulties. Students who enroll for this course will serve as clinical assistants in the administration of tests and in doing remedial work in the Reading Clinic.

Prerequisite: Education 108.

**117—Methods and Materials in Children's Literature.** Four Hours.

Reading in mythology, legend, history, biography, fiction and poetry. Narrative and dramatic presentations. Comparative editions, graded bibliographies, and standard practice in building a collection of books for children.

**143—Methods and Materials in the Elementary Grades.** Four Hours.

The aim of this course is to study critically and fundamentally the methods of instruction in the different elementary subjects. Attention will be concentrated upon approved techniques in the light of research in the following fields; language arts, social science, number relationships, handwriting and spelling. Observation of demonstration teaching will be made an integral part of the study of each field in the Demonstration School and in the Reading Clinic.

See also these courses listed under other headings: 510, 522, 540, 542, 592.

### **HEALTH AND PHYSICAL EDUCATION COURSE PATTERN**

Prerequisites: An undergraduate major or minor in health and/or physical education—thirty quarter hours or the equivalent.

#### **CORE COURSES**

**EDUCATION 500—Educational Research.** Two Hours.

**EDUCATION 504—Organization and Administration of Public Education.** Four Hours.

**EDUCATION 506—Fundamentals of Guidance.** Four Hours.

TOTAL—10 Hours.

### CURRICULUM PRESCRIPTIONS

EDUCATION 540—Problems of Administration in Health, Physical Education, and Recreation. Four Hours.

EDUCATION 542—Problems of Curriculum in Health and Physical Education. Four Hours.

EDUCATION 544—Foundations and Trends in Health and Physical Education. Four Hours.

EDUCATION 546—Advanced School Hygiene. Four Hours.

EDUCATION 548—Seminar in Health and Physical Education. Two Hours.

TOTAL—18 Hours.

FREE ELECTIVES—20 Hours.

### ALTERNATIVE PATTERN FOR HEALTH SOCIAL WORKERS

#### CORE COURSES

Same as above. 10 Hours.

### CURRICULUM PRESCRIPTIONS

EDUCATION 540 or 542.

EDUCATION 546.

EDUCATION 514 or 548.

Eight hours in mental hygiene, sociology, and guidance.

TOTAL—18 Hours.

FREE ELECTIVES—20 Hours.

### HEALTH AND PHYSICAL EDUCATION

540—Problems of Administration in Health, Physical Education, and Recreation. Four Hours.

Objectives, selection and care of equipment, school and community organizations, facilities, budget, and finance, educational publicity.

542—Problems of Curriculum in Health and Physical Education. Four Hours.

Fundamental bases and principles of curriculum construction, analysis of activities for teaching purposes, program planning.

544—Foundations and Trends in Health and Physical Education. Four Hours.

Functions and principles as determined by history, biology, and psychology.

546—Advanced School Hygiene. Four Hours.

(Prerequisite, adequate background in science.) Objectives, health service, plant and equipment, meeting community needs, utilizing community resources, health instruction.

548—**Seminar in Health and Physical Education.** Two Hours. Discovery and recognition of problems, evaluation of problems and procedures, types and techniques of research.

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

131—**Sanitation.** Four Hours. Problems of sanitation in the home and school; in food producing and handling, water supply, waste and excreta disposal.

133w—**Camp Counseling.** Two Hours.

140—**Community and Recreational Leadership.** Four Hours.

142—**Protozoology** Four Hours.

Prerequisite: Biology 37, 38, and 39.

Two theory periods and two two-hour laboratory periods each week. A study of parasitic and free-living protozoa, life histories and anatomy of typical forms. The student is required to prepare permanent mount of protozoa.

143—**Comparative Anatomy.** Four Hours.

Prerequisite: Biology 37, 38, and 39.

Two theory periods and two two-hour laboratory periods each week. Comparative anatomy of chordates. The lower chordates through the dogfish will be studied in the laboratory.

144—**Comparative Anatomy.** Four Hours.

Prerequisite: Zoology 143.

Two theory periods and two two-hour laboratory periods each week. A continuation of Biology 143. Laboratory work devoted primarily to the study of the turtle and the cat.

149—**Physical Education in the Elementary School.** Four Hours.  
151m-w—**Physical Education in the High School.** Four Hours.

152—**Physiology of Exercise.** Two Hours.

A study of the physiological changes which occur in the body during muscular activity.

154—**Health Education.** Four Hours.

Using community resources and community organization. Coordinating the school program with the community program. Special emphasis on materials and techniques for elementary schools.

155—**Health Education for High School Teachers.** Four Hours.

Materials and techniques for high school teachers of health. Conducting the school health program at the secondary level.

167—**Histology.** Four Hours.

Prerequisite: Health 136 (Anatomy) and preferably Biology 37, 38 and 39. Three lecture periods and one two-hour period each week. Microscopic anatomy for general students. Recommended for Hospital Technicians, Nurses and Biology majors.

181m-w—**Preventive and Corrective Physical Education.** Four Hours.

**182—Kinesiology. Four Hours.**

Prerequisite: Biology 37, 38, 39 and 136.

This course is designed primarily for majors in health and physical education. A careful study will be made of the principal bones of the body and the origin, insertion and function of the principal body muscles.

**187—Theory of Teaching Swimming and Diving. Two Hours.**

Prerequisite: 144a or 144b.

**190—Organization and Administration of Physical Education. Four Hours.****192—School Health. Four Hours.**

Organization and operation of a school health program.

**194—Tests and Measurements in Health and Physical Education. Four Hours.**

(Open to qualified seniors and graduates.) Test of health, fitness, strength, skills and abilities. Administration and interpretation.

**195—Coaching the Minor Sports. Six Hours.**

Coaching of tennis, golf, track and field, badminton, volleyball, gymnastics, boxing, wrestling.

**196—Marriage and Family Life. Three Hours.**

Physical and emotional basis for successful marriage and parenthood.

**198—Child and Adolescent Dynamics. Three Hours.**

Problems growing out of the emotional needs of the developing child; the parent's responsibility and the teacher's responsibility for meeting sex education.

**ENGLISH DIVISION****560-562-564—Tutorial in Literary Criticism. Four hours each quarter.**

This basic course is required of all graduate students who wish to work in literature as a minor field. It is a study of literary and artistic values and their relation to articulate theory or to an unconscious bent of the mind.

The first quarter is largely Greek.

The second quarter is Romanesque, Romance, and Romantic.

The third quarter is German, French, and Russian.

**580-581-582—Tutorial in English and Germanic Philology. Four hours each quarter.**

For this course a reading knowledge of French or German, or preferably both, is a prerequisite.

The first quarter takes up the grammar and vocabulary of Middle English.

The second quarter is a review of historical grammar.

The third quarter is a linguistic comparison between forms and dialects of Modern English.

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

131-132-133—Pre-Renaissance Tutorial. Four Hours each quarter

All tutorial students begin the sequence with a survey of epic and romance in western Europe. (History 110 if not taken previously should be taken concurrently.)

The second tutorial is a series of studies in medievalism.

The third tutorial is an introduction to the Renaissance. (History 176 if not taken previously should be taken concurrently.)

134-135-136—Post-Renaissance Tutorial. Four Hours each quarter.

The first course is a study of Puritanism. (History 175 if not taken previously should be taken concurrently.)

The second quarter takes up neo-classicism.

The third tutorial cuts across geographical lines to interpret revolutionary naturalism between the emergence of Rousseau (1794) and the death of Hegel (1831). Comparative reading in the literature of France, England, Germany, and America.

(The Pre-Renaissance Tutorial is a prerequisite.)

## SOCIAL STUDIES DIVISION

### HISTORY

#### 550—United States Foreign Relations. Four Hours.

A problems course in American foreign relations, dealing with such problems as our relations with problem countries or areas, and the reason for recent revisions of our foreign policy.

#### 522—Problems in Southern History. Four Hours.

A course dealing largely with research in Southern history. Students will be guided in study of particular problems they are interested in individually.

#### 554—Problems in Mississippi Government. Four Hours.

A course dealing with governmental problems before the Legislature, and proposed changes in government and administration at all levels. Each student will be encouraged to analyze and evaluate the government of his own locality.

#### 556—English Constitutional History. Four Hours.

A course in the development of English political institutions and governmental administration, and in the rise and growth of democracy in England, from Anglo-Saxon times to the establishment of the British Commonwealth of Nations. Not to be elected after History 190.

#### 558—Problems in Teaching the Social Studies. Four Hours.

A course dealing with specific problems teachers enrolled bring in from the field. Students are encouraged to use the course for making detailed plans for later teaching in their teaching positions. Open only to students who have had History 125, and who have had teaching experience in the field.

#### 559—Seminar in History and/or Political Science. Four Hours.

This is an individualized course in methods of research in history and/or political science, strongly recommended for all students doing extensive graduate work in history or political science. The course will cover the principal research procedures, sources of information, and standard methods of organizing and writing research papers. Each student will prepare an original research paper on some problem, and should have a topic or problem in mind before registering.

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

#### 128—Early American Foreign Relations. Four Hours.

A survey of the foreign policy of the United States from the Revolution through the Civil War. Particular attention is devoted to the Monroe Doctrine and problems of expansion.

#### 129—Recent American Foreign Relations. Four Hours.

A continuation of History 128. Covers the period from 1865 to the present. Special emphasis is given to imperialism, the World War, the League of Nations, the World Court, and the United Nations as they affect the United States.

**174—Early English History.** Four Hours.

A survey of ancient and medieval England with emphasis on customs, literature, and institutions. Especially recommended for English majors and for those who contemplate a study of law.

**175—Modern English History.** Four Hours.

A study of England from the time of the Stuarts. Especial emphasis is placed upon the development of political institutions, the industrial revolution, and imperialism.

**176—Reformation and Revolution.** Four Hours.

An advanced course in European history covering generally the period from 1500 to 1815 with particular stress on the Lutheran revolt, the Counter-Reformation, the Religious Wars, the French Revolution, and the Napoleonic regime.

**177—Recent European History.** Four Hours.

A study of the period from 1918 to the present.

**179—Constitutional History of the United States.** Four Hours.

A study of the U. S. Constitution, of the documents, theories, and forces that led to its framing, and of the customs, interpretations, and amendments that have modified it since it was adopted.

**185—History of the Old South.** Four Hours.

A reading, research, and discussion course for students particularly interested in the institutions and customs of the ante-bellum South. Special attention given to slavery, life on the plantation, manners and customs.

**190—English Constitutional History.** Four Hours.

A course in the development of English political institutions, and governmental administration, and in the rise and growth of democracy in England from Anglo-Saxon times to the establishment of the British Commonwealth of Nations.

## GEOGRAPHY

**147—Human Geography of the South.** Four Hours.

A study of the geographical, historical, economic, and social factors that have gone into the making of the South as we know it today. Also some estimate of economic changes that might better the situation, suggested in the light of findings by research experts and scientific experiment.

**150—Global Geography.** Four Hours.

A course for advanced students with or without previous geography training. A study of world geography and its significance in war and peace. Completely modern and up-to-date material used gives the latest viewpoint on geographic and human relationships to secure possible adjustments for world peace.

**160—Geographic Influences in American Development.** Four Hours.

Recommended for Social Studies majors. A study of the relation of geography to the exploration, settlement, and political, industrial, and social development of the United States.

### GOVERNMENT

#### 135—American Municipal Government. Four Hours.

A study of the principles and systems of municipal government, with special stress on the municipal revenue, the municipal budget, public safety, city planning, municipal politics, municipal indebtedness and the city as a problem in the government.

#### 157—International Politics. Four Hours.

A study of the principles of co-operation among nations, and of the structure of some outstanding international organizations, such as the United Nations, International Labor Organization, and the League of Nations.

#### 185—International Law. Four Hours.

Since the World War, an intimate bearing of international law upon the peace and prosperity of the world at large has been realized by the general public as well as by statesmen and scholars. Hence the study of the principles of International Law, with special stress on neutrality, methods of warfare, treatment of prisoners of war, maritime commerce, remedial rights and peace treaties.

## DIVISION OF MATHEMATICS

**600—Advanced Calculus.** Four Hours.

This course is a basis for any graduate work in Pure and Applied Mathematics. It is especially beneficial to senior high school and to junior college teachers of mathematics.

Prerequisite: Mathematics 175 and 176.

**602—Introduction to Higher Geometry.** Four Hours.

Generalization of geometrical concepts, treated principally from the analytic standpoint.

Prerequisite: Mathematics 75 and 175.

**603—Teaching of Algebra and Geometry.** Four Hours.

A study of modern methods of the teaching of high school and junior high school algebra and geometry. This course is intended for graduate students who have taught or are teaching.

**604—Field Work in Mathematics.** Four Hours.

Application of mathematics to situations outside of the classroom. This course will be an aid to teachers of mathematics from grade five through junior college. Most of the work will be done by groups outside of the classroom.

**605—Professionalized Subject Matter.** Four Hours.

Simplification of high school mathematics by introducing elementary topics from calculus and analytic geometry into high school algebra and geometry.

Prerequisite: Mathematics 75 and 175.

The courses listed below, with numbers from 100 to 200, may be taken also by graduate students with special permission from the Dean of Graduate Studies.

**120—Elementary Statistics.** Four Hours.

A study of statistical series, frequency distributions and their analyses, measures of central tendencies, dispersion and skewness, trend, seasonal and cyclical variation, linear correlation, the normal curve, index numbers, graphic presentation of data, statistical tables, collection of data and theory of sampling.

Prerequisite: Mathematics 21 or 31.

**138—The History of Mathematics.** Four Hours.

**145—Statistics.** Four Hours.

Average dispersion, skewness, regression lines and planes, simple correlation, linear and non-linear trends and normal curve.

Prerequisite: Mathematics 120 and 176.

**180—The Theory of Equations.** Four Hours.

Prerequisite: Mathematics 175.

**182—Analytical and Applied Mechanics.** Four Hours.

A study of vectors, concurrent forces, coplanar forces, resultants, equilibrium, forces in space, moments of inertia, center of gravity, hydrostatics, momentum, work, kinetic energy, and dynamics of a rigid body.

Prerequisite: Mathematics 177 and Physics 82.

**185—Differential Equations.** Four Hours.

Simple types of ordinary differential equations of the first and second order, linear equations with constant coefficients, applications to geometry and physics.

Prerequisite: Mathematics 177.

**MUSIC****521, 522, 523—Analytical Technic.** Two hours each quarter.

A graduate course in the technic of harmonic and contrapuntal analysis.

**524, 525, 526—Pedagogy of Theory.** Two hours each quarter.  
A course in the teaching of theory for the graduate student.**527, 528, 529—Music Literature.** Four hours each quarter.

Advanced work in various fields of musical literature with special emphasis on the style-analysis and the performance of music of all periods by members of the class.

**530, 531, 532—The Psychology of Music.** Two hours each quarter.

This course is designed particularly for teachers and prospective teachers of music. Its aim is to present material from the science of psychology which leads to an understanding of individual differences in musical capacities and concomitant applications in teaching. As a basic course it deals with the fundamentals which are essential to an understanding of current psychological Tests and Measurements in Music.

**533, 534, 535—Graduate Seminar in Music Education.** Two hours each quarter.

The major for those registered for the Master's degree in Music Education. It is also open by permission to other graduate students who are interested in the teaching of music in the University, College, Conservatory or Public School.

This course reviews the current philosophy of education in this country, with special reference to the place of music in the curriculum. It also includes a review and criticism of Music Curricula, and an evaluation of the material and methods of the various types of music schools mentioned above.

In addition, the student will engage in a special study of some problem associated with that aspect of music teaching in which he is most interested. The general work of this course is adaptable to the interest of all teachers of music; the special studies allow a concentration in the field of the student's major activity.

**536, 537, 538—Advanced History of Music.** Three hours each quarter.

Prerequisite: 73, 74, 75. A seminar course. The various fields of music are covered in detail by means of individual reports and papers from members of the class.

## DIVISION OF SPEECH ARTS

**501—Speech Science.** Three Hours.

An intensive study of the physical, physiological, biological, auditory, and neurological bases of speech.

**502—Speech for the Hard of Hearing.** Three Hours.

Consideration of the speech aspects of the hard of hearing including practice in methods of speech reading.

**503—Phonetics.** Three Hours.

The phonetic approach to the English language. Use of the phonetic alphabet in reading and writing is emphasized.

**504-505-506—Advanced Clinical Practice.** One hour each quarter.

Serious speech defective cases are guided in a rehabilitation program by students interested in managing more difficult speech disorder problems.

The courses listed below, with numbers from 100 to 200,

may be taken also by graduate students with special permission from the Dean of Graduate Studies.

**157—Teaching Speech in the Elementary School.** Four Hours.

Methods and materials for various speech activities such as story telling, puppetry, creative dramatics, readings, and discussion. Curriculum planning receives attention.

**184-185-186—Intermediate Clinical Practice.** One Hour.

Further intensive work in the speech and hearing clinic. A student may contact from one to four cases. Reservation of student's time is similar to requirements of Speech 182 and 183.

**193—Problems in Speech Arts.** Four Hours.

Involving reading methods, and discussion of problems in the general speech arts area. Writing an essay may be an essential part of the course work. Required of majors in all speech fields.

## REGISTER FOR 1947-1948

Anderson, Ethel Cook	Hattiesburg, Miss.	Special
Andrews, Emmitt Roscoe	Jayess, Miss.	Sch. Adm. & Sup.
Aultman, Jacky White	Hattiesburg,	Sec. Ed.
Ball, Marvin H.	Montrose, Miss.	Sch. Adm. & Sup.
Barefoot, Kittye Butts	Poplarville, Miss.	Special
Bates, Eessie T.	Morgantown, Miss.	Special
Baxter, Ruth	Lumberton, Miss.	Health & P. Ed.
Beard, Thelma Trugen	Hattiesburg, Miss.	Health & P. Ed.
Beckett, Charles M.	Bruce, Miss.	Sch. Adm. & Sup.
Bennett, Lucie E.	Meridian, Miss.	Special
Berry, Phil Hunter	Laurel, Miss.	Sch. Adm. & Sup.
Bethea, Gilda	Hattiesburg, Miss.	Sec. Ed.
Billingsley, Robert	Hattiesburg, Miss.	Special
Bishop, H. E.	Moselle, Miss.	Health & P. Ed.
Bizzell, Dorothy Ellen	Memphis, Tenn.	Health & P. Ed.
Blackwell, A. E.	Montrose, Miss.	Sch. Adm. & Sup.
Boutwell, Vera C.	Jackson, Miss.	Sec. Ed.
Bowlin, Hugh Lafayette	Hattiesburg, Miss.	Sch. Adm. & Sup.
Bradley, A. E.	Wade, Miss.	Sch. Adm. & Sup.
Bradshaw, C. H.	Polkville, Miss.	Sch. Adm. & Sup.
Breazeale, Chester A.	Philadelphia, Miss.	Sch. Adm. & Sup.
Bridges, Lee Ora P.	Hattiesburg, Miss.	Elem. Ed.
Brister, Mrs. H. V.	Columbia, Miss.	Sch. Adm. & Sup.
Brooks, Fred L., Jr.	Meridian, Miss.	Sch. Adm. & Sup.
Brooks, Merrit H.	Jackson, Miss.	Health & P. Ed.
Brown, James Obie	Louisville, Miss.	Sch. Adm. & Sup.
Brown, Robert Dennis	Gulfport, Miss.	Sch. Adm. & Sup.
Bryant, Edith Russum	Hattiesburg, Miss.	Sec. Ed.
Bullard, Mrs. Robert L.	Hattiesburg, Miss.	Elem. Ed.
Burguet, George E.	Gulfport, Miss.	Health & P. Ed.
Burkett, Mary Kate Butler	Jackson, Miss.	Special
Burns, E. L.	Sebastopol, Miss.	Sch. Adm. & Sup.
Burns, Mrs. E. L.	Sebastopol, Miss.	Sch. Adm. & Sup.
Byrd, Vivian A.	Lumberton, Miss.	Sec. Ed.
Cagle, Rowena O.	Hattiesburg, Miss.	Elem. Ed.
Caldwell, Arthur H.	Richton, Miss.	Sch. Adm. & Sup.
Cameron, Helen Lenora	Hattiesburg, Miss.	Special
Cantrell, Ruby Leotis	Richton, Miss.	Elem. Ed.
Carrozza, Falco Anthony	McKeesport, Pa.	Health & P. Ed.
Carter, Bonnie Lee	Richton, Miss.	Elem. Ed.
Carter, James Harvey	Collins, Miss.	Sch. Adm. & Sup.
Cavin, Elizabeth	Wilkinson, Miss.	Elem. Ed.
Clark, Helen B.	Seminary, Miss.	Elem. Ed.
Clay, Chester Lee	Waynesboro, Miss.	Sch. Adm. & Sup.
Cleveland, Vera F.	Union, Miss.	Sec. Ed.
Copeland, Eddie Carl	Philadelphia, Miss.	Health & P. Ed.
Cork, Tessye	Carthage, Miss.	Elem. Ed.
Cowart, Donivan S.	Purvis, Miss.	Sch. Adm. & Sup.
Cox, Frederick H.	Bolton, Miss.	Music
Crabtree, William Lee	Jackson, Miss.	Health & P. Ed.
Daniel, George T.	Moselle, Miss.	Sch. Adm. & Sup.
Dennis, Harry Venner	Hattiesburg, Miss.	Health & P. Ed.
Dever, Sarah Elizabeth	Hattiesburg, Miss.	Sec. Ed.
Doggett, Josie Herrington	Heidelberg, Miss.	Elem. Ed.
Dunnam, Freda Lewis	Neely, Miss.	Special
Edwards, Estelle Jewel	Laurel, Miss.	Sec. Ed.
Edwards, Lina Elizabeth	Mendenhall, Miss.	Special
Edwards, Mary Frances	Richton, Miss.	Sec. Ed.
Edwards, Paul E.	Flora, Miss.	Sch. Adm. & Sup.
Ellington, Bessie Shelley	Hattiesburg, Miss.	Sec. Ed.
Ellis, Ruth Hardy	Hattiesburg, Miss.	Special
Ellzey, Marjorie Harriet	Columbia, Miss.	Special
Entrekin, Tencye M.	Lucedale, Miss.	Elem. Ed.
Eubanks, Malcolm Arthur	Lucedale, Miss.	Sch. Adm. & Sup.
Evans, Arnice	Dossville, Miss.	Sch. Adm. & Sup.
Evans, James H.	Baxerville, Miss.	Sch. Adm. & Sup.
Evans, Leroy Vincent	McNeill, Miss.	Sch. Adm. & Sup.
Everitt, John Curtis	Morton, Miss.	Sch. Adm. & Sup.

Ferguson, Margaret	McComb, Miss.	Elem. Ed.
Fishburn, Ynez	Gulfport, Miss.	Elem. Ed.
Fitzhugh, Paul T.	Harperville, Miss.	Sch. Adm. & Sup.
Flynt, Ellis Sutton	Collins, Miss.	Sch. Adm. & Sup.
Forbes, Arthur E.	Foxworth, Miss.	Health & P. Ed.
Forbes, Musette Boone	Sandy Hook, Miss.	Sec. Ed.
Ford, M. Crystelle	Columbia, Miss.	Sec. Ed.
Fornea, Ray Robert	Poplarville, Miss.	Sch. Adm. & Sup.
Fortenberry, Ernest Walter	Monticello, Miss.	Sch. Adm. & Sup.
Fortenberry, Harlan E.	Tylerstown, Miss.	Sch. Adm. & Sup.
French, Marjory Elaine	Pass Christian	Elem. Ed.
Frye, Hattie S.	Hattiesburg, Miss.	Special
Garner, Walton T.	Hattiesburg, Miss.	Special
Garrett, Marcus Benton	Meadville, Miss.	Sch. Adm. & Sup.
Gibson, Anita Gay	Mize, Miss.	Music
Gill, Jessie B.	Toomsuba, Miss.	Sch. Adm. & Sup.
Gilmore, Hubert D.	Philadelphia, Miss.	Sch. Adm. & Sup.
Godbold, James Horner	Union Church, Miss.	Sch. Adm. & Sup.
Golden, Mrs. W. W.	Hattiesburg, Miss.	Elem. Ed.
Granberry, Billie Ruth	Hattiesburg, Miss.	Health & P. Ed.
Grice, Philip Glen	Crystal Spgs., Miss.	Sch. Adm. & Sup.
Harmon, T. L.	McComb, Miss.	Sch. Adm. & Sup.
Harper, Stella Merle	Hattiesburg, Miss.	Special
Harrison, Arter	Forst, Miss.	Sec. Ed.
Harrison, Charles M.	Forest, Miss.	Sec. Ed.
Harrison, Joyce Green	Forest, Miss.	Special
Harrison, W. O.	Ellisville, Miss.	Sch. Adm. & Sup.
Harvey, Emmett	Mt. Olive, Miss.	Sch. Adm. & Sup.
Hatch, P. E.	Hickory, Miss.	Sch. Adm. & Sup.
Hatcher, Lester Clay	Collinsville, Miss.	Sch. Adm. & Sup.
Hathorn, Rebecca	Hattiesburg, Miss.	Elem. Ed.
Hatten, Arlene Faye	Hattiesburg, Miss.	Elem. Ed.
Hays, Aline	Hattiesburg, Miss.	Elem. Ed.
Hegwood, Charles Richard	Taylorsville, Miss.	Health & P. Ed.
Hemeter, Edith Annette	Hattiesburg, Miss.	Elem. Ed.
Hensarling, Mack B.	Hattiesburg, Miss.	Sch. Adm. & Sup.
Herrington, Bessie Mae	Heidelberg, Miss.	Elem. Ed.
Herrington, Tommy E.	Mt. Olive, Miss.	Music
Hill, Troy Pearson	Ellisville, Miss.	Sch. Adm. & Sup.
Hillman, Mary	Leakesville, Miss.	Elem. Ed.
Holcomb, Robert	Jackson, Miss.	Health & P. Ed.
Hollingsworth, Albert	Lake, Miss.	Sch. Adm. & Sup.
Holmes, Homer F.	Kokomo, Miss.	Sch. Adm. & Sup.
Horne, Mildred Edna	Moss, Miss.	Elem. Ed.
Hudson, S. I.	Purvis, Miss.	Sch. Adm. & Sup.
Hudson, Trugen W.	Hattiesburg, Miss.	Elem. Ed.
Hurdle, James Ernest	Woodville, Miss.	Sch. Adm. & Sup.
Ishee, Vashti	Louin, Miss.	Health & P. Ed.
James, E. W.	Richton, Miss.	Sch. Adm. & Sup.
Jenkins, Elijah McRae	Laurel, Miss.	Sch. Adm. & Sup.
Johnson, Esther Penelope	Hattiesburg, Miss.	Elem. Ed.
Johnson, Herchel V.	Bay Springs, Miss.	Health & P. Ed.
Johnson, Thelma Edna	Hattiesburg, Miss.	Elem. Ed.
Kelly, F. M.	Mt. Olive, Miss.	Sch. Adm. & Sup.
Kelly, Yvette	Raleigh, Miss.	Sec. Ed.
Kenna, Murray W.	Summit, Miss.	Sch. Adm. & Sup.
Keys, Charles H.	Collins, Miss.	Sch. Adm. & Sup.
King, Pearl Reeves	Hattiesburg, Miss.	Special
King, Thelma	Sumrall, Miss.	Elem. Ed.
Kinsey, Malcolm Burnam	Hattiesburg, Miss.	Sch. Adm. & Sup.
Knight, Earle W.	Laurel, Miss.	Sch. Adm. & Sup.
Knight, Orman	Richton, Miss.	Sec. Ed.
Knight, Tellie Odom	Laurel, Miss.	Elem. Ed.
Koen, Grace M.	Hattiesburg, Miss.	Elem. Ed.
Ladnier, Olender L.	Gulfport, Miss.	Sch. Adm. & Sup.
Lane, Lillie E.	Hattiesburg, Miss.	Elem. Ed.
Lang, Troy G.	Mendenhall, Miss.	Sch. Adm. & Sup.
Langford, Mrs. Leslie	Conehatta, Miss.	Sec. Ed.
Lea, Cecil F.	Hattiesburg, Miss.	Sec. Ed.
Lee, Grace Truman	Hattiesburg, Miss.	Elem. Ed.
Lee, Jason	Brooklyn, Miss.	Sch. Adm. & Sup.
Lee, Vivian Vashti	Seminary, Miss.	Sec. Ed.
Leggette, Mrs. Ruth	Purvis, Miss.	Elem. Ed.

Lenoir, Florence Mary	Hattiesburg, Miss.	Elem. Ed.
Lewis, Thelma Carolyn	Neshoba, Miss.	Elem. Ed.
Lightsey, John Sharp	Laurel, Miss.	Sec. Ed.
Linton, C. V.	Holmesville, Miss.	Sch. Adm. & Sup.
Little, Myrtle	Mize, Miss.	Health & P. Ed.
Loper, Roland Howell	Vossburg, Miss.	Health & P. Ed.
Lott, Edril	Seminary, Miss.	Sec. Ed.
Lott, Meda Elizabeth	Wiggins, Miss.	Sec. Ed.
Lowe, Kathleen	Pontotoc, Miss.	Elem. Ed.
McDonald, Jessie Alpha	Collinsville, Miss.	Special
McAlpin, E. G.	Little Rock, Miss.	Sch. Adm. & Sup.
McBeath, Thelma	Neshoba, Miss.	Health & P. Ed.
McCandless, Beryl Foster	Hattiesburg, Miss.	Special
McCoy, Bessie Lee	Morton, Miss.	Special
McDaniel, Emma Lee	McHenry, Miss.	Sec. Ed.
McDonald, Bonnie Belle	Quitman, Miss.	Special
McDonald, Minnie Brewer	Hattiesburg, Miss.	Elem. Ed.
McDonald, R. B.	Lyman, Miss.	Sch. Adm. & Sup.
McEwen, Harriet	Summit, Miss.	Sec. Ed.
McGraw, Winthrop D.	Hattiesburg, Miss.	Sec. Ed.
McKay, Malcolm K.	Prentiss, Miss.	Sch. Adm. & Sup.
McKewen, Marjorie L.	Scooba, Miss.	Music
McLaurin, Edna Earle	State Line, Miss.	Elem. Ed.
McLaurin, Garland A.	State Line, Miss.	Sch. Adm. & Sup.
McLemore, Mary Ellen	Jackson, Miss.	Elem. Ed.
McLendon, Virgil M.	Quitman, Miss.	Sch. Adm. & Sup.
McNeese, Dona Evelyn	Bassfield, Miss.	Special
McSwain, Gladys	Hattiesburg, Miss.	Elem. Ed.
McWilliams, Susie C.	Hattiesburg, Miss.	Sec. Ed.
Magers, L. L.	Pineville, Miss.	Sch. Adm. & Sup.
Mangum, James E.	Mendenhall, Miss.	Health & P. Ed.
Mangum, Jeannette Harris	Purvis, Miss.	Sec. Ed.
Martin, Inda	Wiggins, Miss.	Sec. Ed.
Mayfield, John Spurgeon	Columbia, Miss.	Sch. Adm. & Sup.
Mercer, Bonnie L.	Progress, Miss.	Sch. Adm. & Sup.
Mercer, Velma Blissit	Progress, Miss.	Special
Middlebrook, Mrs. Opal S.	Brooklyn, Miss.	Health & P. Ed.
Milner, J. Dunston	Hattiesburg, Miss.	Health & P. Ed.
Minton, Albert Sidney	Brookhaven, Miss.	Sch. Adm. & Sup.
Moffett, Guy D.	Lucedale, Miss.	Sch. Adm. & Sup.
Mohler, Margaret S.	Laurel, Miss.	Special
Montgomery, Jack	McComb, Miss.	Sch. Adm. & Sup.
Montgomery, Jewel Eloise	Hattiesburg, Miss.	Elem. Ed.
Moody, H. T.	Laurel, Miss.	Sch. Adm. & Sup.
Mooney, Gladys Stone	Center, Miss.	Elem. Ed.
Moore, Elizabeth B.	Hattiesburg, Miss.	Health & P. Ed.
Moore, Erma Mae	Taylorville, Miss.	Elem. Ed.
Moore, William Talmadge	Union, Miss.	Sch. Adm. & Sup.
Morgan, O. M.	Pulaski, Miss.	Sch. Adm. & Sup.
Morrison, Ernest B.	Hattiesburg, Miss.	Sch. Adm. & Sup.
Murphrey, Calmes Hood	Poplarville, Miss.	Sec. Ed.
Murphree, Thomas Beatty	Moselle, Miss.	Sch. Adm. & Sup.
Myrick, Sibyl	Stringer, Miss.	Elem. Ed.
Neal, Charles B.	Soso, Miss.	Sch. Adm. & Sup.
Newman, Florence B.	Hattiesburg, Miss.	Special
Nimocks, Mary C.	Hattiesburg, Miss.	Elem. Ed.
Noble, Lucille G.	Edwards, Miss.	Health & P. Ed.
Oden, Verna	Hattiesburg, Miss.	Sec. Ed.
Odom, Homer Clyde	New Augusta, Miss.	Sch. Adm. & Sup.
Olson, Ellen Marie	Lumberton, Miss.	Elem. Ed.
O'Neal Dorothy E.	Saucier, Miss.	Elem. Ed.
Ott, Ruthallen Reed	Hattiesburg, Miss.	Elem. Ed.
Overby, H. T.	Louin, Miss.	Sch. Adm. & Sup.
Park, Richard A.	Hattiesburg, Miss.	Special
Parkman, Nancy Virginia	Clinton, Miss.	Elem. Ed.
Phillips, Otto	Hattiesburg, Miss.	Sch. Adm. & Sup.
Pickard, Herman Grady	Meridian, Miss.	Sch. Adm. & Sup.
Pickard, Mrs. H. G.	Meridian, Miss.	Sec. Ed.
Pittman, Mattie	Raleigh, Miss.	Sec. Ed.
Reber, Verma Lea	Hattiesburg, Miss.	Sec. Ed.
Redding, Daisy	Hattiesburg, Miss.	Elem. Ed.
Reeves, Bennie	Bogue Chitto, Miss.	Elem. Ed.
Reeves, Madge Simmons	McComb, Miss.	Sec. Ed.
Renfroe, Joseph Asbury	Raymond, Miss.	Health & P. Ed.

Richardson, Clyde E.	Hattiesburg, Miss.	Sch. Adm. & Sup.
Richardson, Crafton B.	Mize, Miss.	Sch. Adm. & Sup.
Ricks, Shirley Bernice	Woodville, Miss.	Elem. Ed.
Riley, Myrah Norine	Hattiesburg, Miss.	Sec. Ed.
Robertson, Exie Dee Smith	Hattiesburg, Miss.	Elem. Ed.
Robinson, Mrs. Nadene	Pocahontas, Miss.	Special
Rogers, Mrs. Lorye	Magee, Miss.	Elem. Ed.
Rogers, Louis Leroy	Jackson, Miss.	Health & P. Ed.
Rogers, R. G.	Morgantown, Miss.	Sec. Ed.
Rogers, Sybil H.	Morgantown, Miss.	Sec. Ed.
Roth, Frederick S.	Long Beach, Miss.	Special
Russell, Glen Homer	Collins, Miss.	Sch. Adm. & Sup.
Rutledge, John O.	Sandersville, Miss.	Sch. Adm. & Sup.
Rutledge, Mrs. John O.	Sandersville, Miss.	Elem. Ed.
Saetre, Alma Myers	Hattiesburg, Miss.	Elem. Ed.
Savell, Vernon David	Ruth, Miss.	Sch. Adm. & Sup.
Saxon, Audrey H.	Waynesboro, Miss.	Elem. Ed.
Schwartz, Madelon M.	Saucier, Miss.	Sec. Ed.
Scott, Flora Clover	Hillsboro, Miss.	Special
Seal, Leo Z.	Centreville, Miss.	Sch. Adm. & Sup.
Seal, Mrs. Leo Z.	Centreville, Miss.	Sec. Ed.
Segars, James David	Winfield, Ala.	Sec. Ed.
Shealy, Grady Buford	Hillsboro, Miss.	Sch. Adm. & Sup.
Shoemake, Robert Ellis	New Augusta, Miss.	Sch. Adm. & Sup.
Sigler, Mrs. C. M.	Hattiesburg, Miss.	Special
Simmons, Lester Lee	Brookhaven, Miss.	Sch. Adm. & Sup.
Simmons, Lycurgus W.	Johnston Sta., Miss.	Sch. Adm. & Sup.
Simmons, W. M.	Little Rock, Miss.	Sch. Adm. & Sup.
Sims, Sawyer S.	Hattiesburg, Miss.	Health & P. Ed.
Smith, Archie P., Jr.	Monticello, Miss.	Sch. Adm. & Sup.
Smith, Dorothy Arrington	Collins, Miss.	Music Ed.
Smith, Esco	Poplarville, Miss.	Sch. Adm. & Sup.
Smith, L. F.	Lucien, Miss.	Sch. Adm. & Sup.
Snowden, Marshall Allen	Sumrall, Miss.	Sch. Adm. & Sup.
Stapleton, Esther B.	Hattiesburg, Miss.	Special
Stewart, P. H.	Auburn, Miss.	Sch. Adm. & Sup.
Sullivan, Kiley T.	Burns, Miss.	Sch. Adm. & Sup.
Sullivan, O. U.	Wiggins, Miss.	Sch. Adm. & Sup.
Sullivan, R. G.	Sanford, Miss.	Sch. Adm. & Sup.
Swett, Ethel Emma	Brookhaven, Miss.	Elem. Ed.
Sweeney, Winston Shaw	Summit, Miss.	Music
Switzer, J. R.	Hattiesburg, Miss.	Special
Taconi, Nolan Edward	Biloxi, Miss.	Sch. Adm. & Sup.
Tatum, Sarah	Hattiesburg, Miss.	Special
Tedder, Thomas H.	Meridian, Miss.	Sch. Adm. & Sup.
Thagard, Oliver Doggs	Petal, Miss.	Special
Thames, Richard Hubbard	Jackson, Miss.	Health & P. Ed.
Thomas, Harry M.	Hattiesburg, Miss.	Sec. Ed.
Thomas, Mattie	Heidelberg, Miss.	Elem. Ed.
Thompson, Alvin Dewitte	State Line, Miss.	Sch. Adm. & Sup.
Thorn, Lucille	Terry, Miss.	Sec. Ed.
Thrash, Bessie Burton	Hattiesburg, Miss.	Elem. Ed.
Thrash, Bessie Louise	Hattiesburg, Miss.	Elem. Ed.
Thurston, Eric L.	Hattiesburg, Miss.	Sch. Adm. & Sup.
Timmerman, Mary Faye	Hattiesburg, Miss.	Elem. Ed.
Trussell, Sallye Lou	Hattiesburg, Miss.	Sec. Ed.
Turnage, Jamie Ellen	Columbia, Miss.	Health & P. Ed.
Turner, Emmie Smith	Hattiesburg, Miss.	Elem. Ed.
Tutor, George LaGrave	Washington, Miss.	Sch. Adm. & Sup.
Ulmers, Mrs. Marion	Goss, Miss.	Special
Valentine, B. F.	Soso, Miss.	Sch. Adm. & Sup.
Van Tone, Arthur	Laurel, Miss.	Sch. Adm. & Sup.
Wade, Mary M.	Seminary, Miss.	Elem. Ed.
Waldvogel, Perry Scott	Raymond, Miss.	Health & P. Ed.
Walker, Elmo L.	Columbia, Miss.	Sec. Ed.
Walker, Wilma	Mendenhall, Miss.	Elem. Ed.
Wall, S. S.	Ocean Springs, Miss.	Sch. Adm. & Sup.
Wallace, Bess Lucile	Hattiesburg, Miss.	Sec. Ed.
Walley, Eertha Lee	Taylorsville, Miss.	Elem. Ed.
Ward, Elwyn M.	Hattiesburg, Miss.	Health & P. Ed.
Ward, Jimaree A.	Hattiesburg, Miss.	Sec. Ed.
Ward, T. C.	Collins, Miss.	Sch. Adm. & Sup.

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Warren, Myrtle Powell	Laurel, Miss.	Elem. Ed.
Waters, James Melvin	Benton, Miss.	Health & P. Ed.
Webb, John H.	Columbia, Miss.	Sch. Adm. & Sup.
Weems, Reginald Garland	Columbia, Miss.	Health & P. Ed.
Wells, C. P.	Newhebron, Miss.	Sch. Adm. & Sup.
Wesson, William Harold	Wiggins, Miss.	Sch. Adm. & Sup.
White, Mrs. Ella Ree	Phoenix, Miss.	Elem. Ed.
White, Garland	Brookhaven, Miss.	Sch. Adm. & Sup.
Williams, Ada	Brookhaven, Miss.	Elem. Ed.
Williams, Cecil Theodore	Laurel, Miss.	Sch. Adm. & Sup.
Williams, James A.	Poplarville, Miss.	Sch. Adm. & Sup.
Williamson, Charles K.	Columbia, Miss.	Sch. Adm. & Sup.
Winstead, R. L.	Pelahatchie, Miss.	Sch. Adm. & Sup.
Wood, Elizabeth Lane	Hattiesburg, Miss.	Elem. Ed.
Woolum, Daphne Sharpe	Hattiesburg, Miss.	Sec. Ed.





